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ABSTRACT

This first of a three-volume career education resource guide consists of 167 teacher-developed and -tested learning activities for use in grades K-6. Included in the volume are activities that can be incorporated into existing curricula in the following subject areas: art, health, language arts, math, music, science, social studies, safety education, and special education. The activities are presented in a consistent format, including the activity subject area, grade level, and title; behavioral objectives; steps for completing the activity; and resources pertinent to the activity. Designed to be fused into existing classroom curricula, the activities address such career themes as self-awareness, career awareness, educational awareness, economic awareness, decision making, beginning competency, employability skills, and appreciation and attitudes. Among the types of activities provided are discussions, writing projects, mock businesses, simulated radio broadcasts, role playing, field trips, and lectures on various role models and historical changes in the occupational patterns of various groups. (Other volumes of the guide, containing similar materials for use in grades 7-9 and 10-12, are available separately--see note.) (MN)

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Career Education Resource Guide

Volume I · K-6

VILLANOVA UNIVERSITY / SCHOOL DISTRICT OF PHILADELPHIA

TEACHER CORPS PROJECT

THOMAS D. TREACY
PROJECT DIRECTOR
AND EDITOR

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
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Contents

Forward

Acknowledgements iv

How to use the guide vi

K - 6 Activities

Art 1

Health 16

Language Arts 30

Math 80

Music 119

Science 121

Social Studies 143

Safety Education 256

Special Education 261

Appendix

I K - 12 Behavioral Objectives

II Resource Source Listing

III Bibliography

villanova
university
VILLANOVA, PENNSYLVANIA 19085

Practicing teachers and educators subscribe to a set of principles that govern their professional behavior. Some of these principles are derived from a native sense of idealism, some were learned through formal training, and others are developed from day-to-day contact with students, colleagues, and the curriculum.

Every effective teacher is committed to excellence but knows, at the same time, that the paths to excellence are as varied as the number of students. Every effective teacher knows as well that native ability is but one ingredient in superior performance. Motivation and character are equally essential.

Though the goal remains the same for all students (enabling each young person to go as far as his ability will permit in fundamental knowledge and skills, and motivating him to continue his own self-development to the fullest), educational patterns will differ. To do justice to the individual students, teachers must seek for them the levels and kinds of education that will open their eyes, stimulate their minds, and unlock their potentialities. There will be many educational strategies and each will be geared to the particular capacities of the students for whom they are designed.

It is in this spirit that this volume, the Career Education Resource Guide, has been written and published by teachers and educators under the aegis of Villanova University and the School District of Philadelphia. Thomas D. Treacy, the Director of the Teacher Corps Project, and Dr. Henry O. Nichols, Chairperson of the Education Department at Villanova, are to be congratulated for compiling the accumulated wisdom of their fellow professionals. This work will be used and will endure because it is based on the soundest principles of a human and humane philosophy of education.

The Reverend John P. O'Malley, O.S.A.
Dean of the College of Liberal Arts
and Sciences
Villanova University

Acknowledgements

This volume was undertaken in order to provide teachers and career educators with a guide on career education. The charge for this volume came from those teachers who wanted to provide career education themes in the classroom without disrupting the existing curriculum. These individuals were seeking ideas, methods activities and resources to complement their teaching.

The materials contained in this volume is the work of many concerned and dedicated educators. We wish to express our thanks to those who made this effort possible.

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Organization

The guide consists of several different parts. The first section is a collection of activities. The majority of these activities are teacher designed and tested. They represent in our opinion, the best ideas and methods currently being used in classrooms across the country. Literally thousands of lessons were screened and only the best were chosen to be presented. Each activity has been placed into a consistent format and is sequenced according to subject. Space has been provided, on the activities, for you to modify, add to, and enrich the individual activity. Behavioral objectives from the second section have been linked to each activity. It should be noted, however, that not every objective has an activity linked to it.

The guide is in loose leaf format to encourage duplication and sharing as well as provide a means for you to add new lessons or reorganize according to your needs.

The second section, Appendix I, is a comprehensive list of developmental behavior objectives. Arranged in a format designed by the Arizona State Department of Education, these objectives were written to promote flexible adoption and adaption by each teacher. The objectives are organized by grade level (K-3, 4-6, 7-9, 10-12) and according to career themes. These themes are:

1. Self-Awareness
2. Educational Awareness
3. Career Awareness
4. Economic Awareness

5. Decision Making
6. Beginning Competency
7. Employability Skills
8. Appreciation and Attitudes

The next section is a listing of free information sources. These associations, professional groups and business have in the past provided career information at no charge. Every attempt has been made to provide an accurate address. However, groups such as these occasionally relocate and change addresses. Therefore as this guide ages over the years these addresses may change.

What is Career Education?

Career Education is a community effort aimed at helping persons -- youth and adults -- better prepare themselves for work through acquiring adaptability skills that will enable them to change with change in society in such ways that work -- paid and unpaid -- will become a more meaningful and more rewarding part of their total life style.

Dr. Sidney Marland, fromer U.S. Commissioner of Education states that career education has been an underlying concept in the self-development of people since early civilization. Over time education and schooling have become synonymous. Learning has become isolated in school and its link to work preparation broken. As educators we expect students to be automatically able to apply their knowledge of a subject to the work environment. We seem to have lost sight of the toal objective of education: to prepare students to understand society and self in relation to society and to develop the necessary skills to function successfully and with satisfaction in that society.

The choice of one's career will determine life-style, education, place of residence, associates, place of employment and personal satisfaction. Career education attempts to provide information, options and to facilitate a rational process of career planning and preparation and utilately facilitate the school to work transition.

Goals of Career Education

To help students develop:

1. An awareness of career options
2. A self-concept in keeping with a work oriented society, including positive attitudes about work, school and society and a sense of satisfaction resulting from successful experiences in these areas.
3. Self-respect, initiative, resourcefulness and other personal characteristics.
4. An understanding of the relationship between school and work.
5. Skills to enter employment in selected occupational areas and/or to go on for further education.[1]

INFUSION

Career education should not be thought of as another subject to add to the already crowded curricula. Rather the ideas, activities and resources should be woven into the existing classroom themes. The rationale behind advocating this approach is that pupils can acquire the skills, knowledge and attitudes career education seeks to convey while simultaneously being motivated to learn and to increase the amount of the subject matter actually learned.

---

[1] Oklahoma State Department of Vocational and Technical Education

As you review the materials contained in this volume think of how you can adapt the ideas and activities into your classroom. Identify those areas where they can illustrate and enhance the meaningfulness of the instructional content. Remember career concepts fit within the curriculum wherever they apply as a part of the sequence of content. Career education does not have to happen every single day but only where applicable. After you use a career idea or theme with your class, ask yourself; "Did it make a difference?, How did my students react?, How did I feel about including it?, How might I change it?" In other words, evaluate the activity.

The Community

If career education efforts are to be successful the total community must be involved. Business, labor, industry, professional and government members of the community can be an awesome source of career related resource materials, guest speakers, field trips, displays and audio-visual presentations.

Existing community organizations often have education and work goals. Local service clubs, the Scouts, the American Legion, business associations and the Chamber of Commerce may also provide career related resources.

Parents are perhaps the most important community resources. By helping their children develop positive work values, providing opportunities for career discussion and exploration they are indeed partners in education.

Activity # 1

Subject Area: Art

Grade Level: Primary

Title:

BEHAVIORAL OBJECTIVES:

3.02: The children will display their understanding of the variety and complexity of occupations and careers

3.11: The children will show awareness of work that is performed in their environment.

*Capsule Activity Description:

The pupils will be able to identify occupations that involve art in the field of advertising.

ACTIVITY

The teacher plans a unit on the various media, using the primary and secondary colors.

The pupils select colorful advertisements from magazines to make collages of the possible occupations in the field of advertising.

In another project individual pupils might develop color combinations and designs for printing on T-shirts. The art class could develop the T-shirt printing into a money-making project by selling decorated T-shirts to other pupils.

The teacher evaluates collage patterns, color combinations, designs, and so forth. The T-shirt projects also are evaluated. Reactions of pupils to the T-shirt designs should help the teacher evaluate them. The pupils should be asked, "Is it wearable?"

RESOURCES

Community Contacts:

Free Information:

Other Resources:

Magazines
T-shirts

*This activity has been designed and/or used successfully by: California State Department of Education, Sacramento, CA 1977. Implementing Career Education Instructional Strategies Guide for kindergarten through grade twelve.

Activity # 2

Subject Area: Art/Guidance

Grade Level: Primary

Title:

BEHAVIORAL OBJECTIVES:

3.02: The children will display their understanding of the variety and Complexity of occupational careers.

3.03: The children will show their understanding that occupations have varying characteristics and qualifications.

*Capsule Activity Description:

The pupils will be able to enumerate a variety of generalized job characteristics on which one can base comparisons of desirable careers.

ACTIVITY:

The teacher introduces the idea of occupational clusters as a means of grouping jobs into families. The teacher elicits ideas and guides pupils into the concept of "career corners." The class can discuss why the career corners should be visually attractive (art discussion).

The pupils plan a career corner relating to a single cluster. The class works in small groups, committees or task forces. Efforts can be coordinated with other classes. The pupils plan contents of each corner and execute the project. There are many alternatives to this activity. The corner can be changed each week to cover all clusters, and other displays can be set up in the library. The pupils collect pictures of occupations for the displays.

After visiting several career corners, the pupils are evaluated on the school subjects that were applied or incorporated in the work.

RESOURCES:

Community Contacts:

Free Information:

Other resources:

- Related books and games
- Simple tools
- On-the-job pictures
- Display boards

*This activity has been designed and/or used successfully by California State Department of Education, Sacramento CA 1977.
Implementing Career Education Instructional Strategies Guide for Kindergarten through Grade Twelve.

Activity 3
Subject Area: Art
Grade Level: Primary
Title:

BEHAVIORAL OBJECTIVES:

2.14: The children will show recognition that a relationship exists between learning and performing various tasks.

3.02: The children will display their understanding of the variety and complexity of occupations and careers.

8.10: The children will show awareness of the varieties of art--e.g., dancing, painting, sculpture and music.

8.11: The children will participate in the arts.

*Capsule Activity Description:

Each pupils will demonstrate through an art medium the use of art or design as used in our society.

ACTIVITY

The teacher plans to show slides of buildings, gardens, and the like. The pupils can participate by taking the pictures and preparing the slides. This should motivate their responses. The teacher asks questions about the kinds of art or design seen in the slide presentation.

Each pupil can select an occupation in the field of art or where art is used for the purpose of examining all aspects of that occupation.

The pupils brainstorm about the use of art in the architecture, interior decorating, billboard advertising, magazines, clothing design, table settings, lettering, and automobile design.

Each pupil chooses one career or occupation and, with drawings or pictures, shows how art plays a part in this career. The pupil might select automobile designing, sign painting, business office designing, landscape gardening, and the like.

The class can on a walking field trip and take pictures of buildings and offices in the community (department store, grocery store, and the like).

The teacher evaluates the finished projects.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

Films and slides
Magazines

*This activity has been designed and/or used successfully by

CA State Dept of Education, Sacramento, CA 1977. Implementing Career Education Instructional Strategies Guide for kindergarten through grade twelve.

Activity # 4

Subject Area: Art

Grade Level: Primary

Title: "Me, Myself and I"

BEHAVIORAL OBJECTIVES:

1.04 The children will give evidence of the development of a positive self-image.

1.05 The children will give evidence of the development of necessary socialization skills.

1.06 The children will display the understanding that each child is unique and special.

1.07 The pupils will show understanding of the expanding concept of self.

1.08 The students will display understanding that since each individual is unique, he/she is capable of unique contributions.

*Capsule Activity Description:

Students recognize that the development of self is constantly changing, and discuss differences between emotions and physical being in this activity.

ACTIVITY: 30-40 minutes

1. Show photographs of children-have each child find his picture.

2. Ask each child, "How do you know this is you?: (Answers-my hair, eyes, body-This is Me!)

3. Write the word 'ME' above a large drawing of an outline of a body. Ask the students the following questions:

   a. Could this be you?
   b. What is missing that would make this you? (Eyes, nose, mouth, clothes, etc.)

Have the students draw these on the outline of the body.

4. Ask the students if anything else is missing. What makes you- you? (If they do not respond with-fellings such as, angry, happy, sad; give them an example they would react to, such as someone making them angry).

5. Then have the students write words describing their feelings around the outline of the body, such as, tears for sad, smile for happy, etc.

Young children will only begin with these feelings, so you may wish to add others, such as-frightened, excited, etc.

6. Have them draw a picture of themselves being angry, happy, frightened. Help each child write one sentence telling what happened to him/her.

7. Discuss these pictures and why it is all right to show these feelings sometimes.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by

Pennsylvania Department of Education

Activity # 5

Subject Area: Art

Grade Level: 3-6

Title: "I am me"

BEHAVIORAL OBJECTIVES:

1.03 The pupils will display awareness that development of self is constantly changing.

1.06 The pupils will display the understanding that each pupil is unique and special.

1.07 The pupils will show understanding of the expanding concept of self

*Capsule Activity Description

Children will draw their own faces, clothes and hair.

ACTIVITY

1. Teacher will print child's name with felt pen on top of paper.
2. Pupil will fill in own faces - clothes and hair
3. When complete teacher will hang on board around room.
4. Each child will "Show and Tell" about him or herself.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by:

Kathryn G. Jenkins, Henrietta W. McArdle , Genevieve S. Musemorig,
Jane M. Cox -Elementary Schools, East Baton Rouge Parish School Systems, LA

Activity # 6

Subject Area: Art

Grade Level: Elementary

Title: "Hanging Together"

BEHAVIORAL OBJECTIVES:

3.07 The children will show understanding of how the performance of some occupations meets the needs of the community.

7.01 The children will show understanding of the differences between working independently or working as member of a group.

*Capsule Activity Description:

Students make "mobiles" depicting various industries and jobs and the people it takes to make them work.

ACTIVITY 1 hour

This activity can be integrated as a summary exercise into a unit on community workers. It presumes that students are familiar with various industries and the people who work within them, as well as understand the importance of people working together. To illustrate the above, students make mobiles.

Students of various ages find mobiles fun and easy to make. In this instance students make a two part mobile: The upper section or support depicts a job cluster and several occupations related to it; the bottom section or hanging portion shows how workers support and "balance" each other.

Write several job cluster headings on the chalkboard, preferably ones you have studied. Together with the class list as many job titles as possible that fall under the cluster headings (see attached list).

Students, working alone or in pairs, choose a job cluster to work with for their mobiles.

Distribute to each student three strips of cardboard or tagboard cut into 3" x 10" lengths.

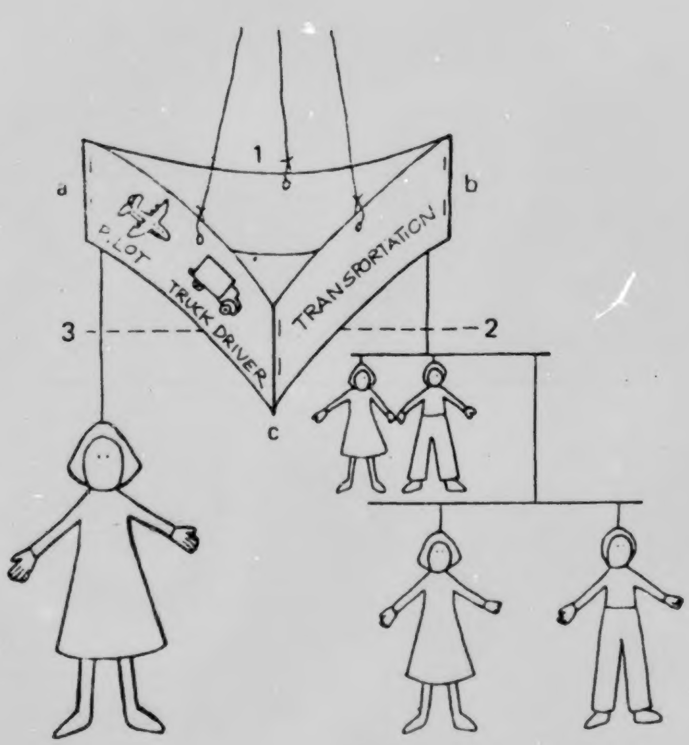
On the strips students illustrate the workers within their job clusters. Students print the cluster headings somewhere on the mobile.

When the strips are illustrated, they are attached (glue, staples) at points a, b, and c (see diagram).

People of various shapes and sizes are cut from colored construction paper. They can be decorated in attire appropriate to a job within the cluster or left as is.

The primary focus of this portion of the mobile is to depict the way people relate to each other in their work.

The people are attached to different lengths of string and wire, and balanced from the support.


1
a
b
P.LOT
TRUCK DRIVER
TRANSPORTATION
3
2
c

Ask for volunteers to describe their mobiles to the class, telling the name of the job cluster, the occupations illustrated, and how people should work to be most productive and efficient.

Hang the mobiles from different spots around the room.

Discuss with the class the following:

> Of the occupations that appear on your mobiles, which one interests you the most? Why?
>
> Choose another occupation. Why would that one interest someone else?
>
> When students are assigned classroom jobs (e.g., plant watering, erasing and washing chalkboard, passing out paper and tidying drawers, etc.) and someore does not do his or her share, what happens? How do you feel toward that student?
>
> What is responsibility? What are your responsibilities at school? at home?
>
> Students can write a short poem or story or draw a picture about the jobs on their mobile and the people working together to balance it.
>
> Students can outline each other on brown paper and color or paint themselves in the attire of an occupation they might like when they are older.

RESOURCES:

Books: When I Grow Up, Lois Lenski, Lippincott Co., East Washington Square, Philadelphia, PA 19105

What Could I Be?, Science Research Associates, 250 East Erie Street, Chicago, Illinois 60611

Filmstrips:

"City Workers Series," Curriculum Materials Corporation

"Community Helpers," Eye Gate House, Inc., 146-01 Archer Avenue, Jamaica, New York 11435

"Our Neighborhood Helpers," and "Our Community," Scott Education Division

Games: Job Cluster Game, Handbook for Occupational Awareness, K-2, Houston Independent School District, Houston, Texas

Transparencies: "Specialization and the Resulting Interdependence of People," Occupational Division of Labor, Western Publishing Company, 850 Third Avenue, New York, New York 10022

RESOURCES (continued)

Community Contacts:

Free Information:

This activity has been designed and/or used successfully by
Abt Associates
55 Wheeler St.
Cambridge, MA 02138

Activity # 7

Subject Area: Art

Grade Level: 4 to 6

Title: "Snow at Night"

BEHAVIORAL OBJECTIVES:

6.03: Students will recognize materials, processes and tools of occupations
6.24: Students will display their understanding that success in different careers depends on many factors.
6.09: Students will show increased proficiency in safe use of tools, equipment and materials needed to perform various tasks.

*Capsule Activity Description: (1 to 1½ hours)

"Snow at Night" is an art lesson where children use black background and white foreground only in tearing or cutting, them pasting white paper in reverse silhouette fashion to make a scene depicting the lesson title.

ACTIVITY

Children are asked to describe snowfall. Then to describe a snowfall at night. How does snow look? How does ground look? How do objects covered look? After description discuss materials--(1) Black paper, (2) white paper, (3) paste, (4) scissors. Period. Discourage pencils, crayons, other color paer, etc. Work only with prescribed equipment.

Children learn production with a minimum of materials. Goal is to learn economy of production.

After work is produced, discuss: First discuss jobs in doing activity itself--(1) Illustrator, (2) Artist, (3) Toymaker, (4) Scenery Producer for Theater, (5) Window decorator, (6) Interior Decorator, (7) Parent, (8) Child care worker.

But now we see how many jobs are involved in depiction of activity--(1) Weather forcaster, (2) Meteorologist, (3) Public safety, (4) snow removal.

Have children write what aspects of lesson they enjoyed. Which they think, could produce a living for them.

Display pictures. Caption pictures with stories.

RESOURCES

Community Contacts:

Radio Stations
Franklin Institute- Meteorlogical
Philadelphia International Airport
Local Book Publishers
Philadelphia College of Art

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by: Melvin Metalits--Frederick Douglass Elementary School, Philadelphia, PA 19121

Activity # 8
Subject Area: Art, Illustration
Grade Level: 7
Title: "To Mother, On Mother's Day"

BEHAVIORAL OBJECTIVES:

1.05: The students will give evidence of the development of sensitivity toward, and acceptance of, others.

3.02: The students will display their understanding of the variety and complexity of occupations and careers.

6.12: The students will express attitudes favorably through behavior in their interpersonal relationships with others.

*Capsule Activity Description: (2½ hours)

Children illustrate their Mother's Day sayings to create a Mother's Day greeting card. (Can also be used as a Father's Day project.)

ACTIVITY

Have available the following materials:

--construction paper of varying colors
--crayons, scisors, ribbon, paste
--Children are instructed to follow example of greeting cards--fold paper in fourths, paste or letter saying
--writing greeting on front, illustrate
--illustrate inside

After work is done children should have a discussion on jobs in crafts such as greeting card creation, e.g., drawing, creating designs, painting, lettering, sale of cards

RESOURCES

Community Contacts:

Free Information:

Douglass School Library, books of peotry, lettering, short sayings.

Other Resources:

*This activity has been designed and/or used successfully by: Melvin Metalits

Frederick Douglass Elementary School, Phildelphia, PA 19121

Activity # 9

Subject Area: Health

Grade Level: Primary

Title:

BEHAVIORAL OBJECTIVES:

3.02: The children will display their understanding of the variety and complexity of occupations and careers.

3.07: The children will show understanding of how the performance of some occupations meets the needs of the community.

6.09: The children will show awareness of the need for safety in completing tasks.

*Capsule Activity Description:

The pupils will be aware of and be able to name health-related careers.

ACTIVITY:

The instructor invites guest speakers from a health-related field to demonstrate and discuss their occupations.

After listening to the speakers, the pupils list the ways our health and safety are affected by people in the health-related fields. The class discusses why good health is essential in a career. The pupils make a calendar and keep a personal record of their health habits.

In a given time interval, the pupils should be able to name at least five health-related careers.

RESOURCES:

Community Contacts:

Free Information:
0010
0011
0012
0013
0014

Free Information

0261

Other Resources:

Books
Filmstrips and films

*This activity has been designed and/or used successfully by California State Department of Education, Sacramento CA 1977.
Implementing Career Education Instructional Strategies Guide for Kindergarten through Grade Twelve.

Activity # 10

Subject Area: Health

Grade Level: Elementary

Title: "Working Together"

BEHAVIORAL OBJECTIVES:

7.01 The children will show understanding of the differences between working independently and working as a member of a group.

*Capsule Activity Description:

The class will write a menu independently, and also as a group. They will participate in a visit to a supermarket to make real purchases.

ACTIVITY

The class will discuss the differences and similarities of working on a specific task. This task will be writing a menu for a family of six for one week, (breakfast, lunch and dinner). Using coupons and recipe books, the group will decide on the menu. They will also write individual menus.

The cost of each menu will be decided (individually and as a group).

After this task has been completed, each student will make a list of the advantages and disadvantages of working alone, and in a group.

The class will set up a trip to the supermarket to make actual purchases.

This lesson will also include a list of occupations such as: *food services, storekeepers, money market, bankers, etc. List jobs done alone and with other people.

RESOURCES

Community Contacts:

Neighborhood stores, supermarkets, sales clerks, truck drivers, bank tellers.

Free Information:

Daily newspaper

*This activity has been designed and/or used successfully by: Jacqueline Taylor
Frederick Douglass
Elementary School
Philadelphia, PA 19121

Activity # 11

Subject Area: Health/Science

Grade Level: Primary

Title:

BEHAVIORAL OBJECTIVES:

3.02: The children will display their understanding of the variety and complexity of occupations and careers.

7.03: The children will display awareness of groups and the interaction of group members.

*Capsule Activity Description:

The pupils will participate in a vision testing program and will develop an awareness of occupations involved.

ACTIVITY:

The teacher prepares members of the class for vision examinations by discussing the wearing of glasses, how eyes are tested, who performs the tests, and who makes and fits glasses. The terms optician, optometrist, oculist, and ophthalmologist are explained.

The pupils participate in class discussion of problems of sight. Those who wear glasses can tell of their experiences. The teacher discusses the differences between nearsightedness and farsightedness. The pupils view charts of human eye structure.

The pupils should be able to discuss eye problems and the need for glasses, and they should know where they can have their eyes tested.

RESOURCES:

Community Contacts:

Free Information:

0022
0121
0027
0198
0072

Other Resources:

- Charts of eye
- Eye test charts
- Glasses worn by teachers and pupils

*This activity has been designed and/or used successfully by California State Department of Education, Sacramento CA 1977.
Implementing Career Education Instructional Strategies Guide for Kindergarten through Grade Twelve.

Activity # 11A

Subject Area:

Grade Level: Primary

Title:

BEHAVIORAL OBJECTIVES:

3.01: The children will display an acquisition of vocabulary for describing the world of work.

3.10: The children will show awareness that people do different things at their work.

*Capsule Activity Description:

The pupil will be aware that good health is essential in any occupation, and that there are many persons who help us maintain good health.

ACTIVITY

The teacher initiates a class discussion on people who help us maintain our health. The pupils investigate and research careers that are related to soap and water (barber, beautician), clothes (manufacture and sales people), or washing machines (salespeople). They research the "basic foods" and the people who work with food (farmer, rancher, baker, nutritionist and the like). The pupils should name ten people in a health-related field and describe how these people help us maintain good health.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

Health test, field trip to health-related operations

*This activity has been designed and/or used successfully by: CA State Dept of Education, Sacramento, CA 1977 Implementing Career Education Instructional Strategies Guide for Kindergarten through grade twelve.

Activity # 12

Subject Area: Health/Guidance

Grade Level: Primary

Title:

BEHAVIORAL OBJECTIVES:

1.14: The children will be able to identify responsibilities that they have to themselves--e.g., to perform to the best of their abilities both in and out of school.

2.12: The children will show recognition that various occupations have different educational and training requirements.

5.11: The children will show that they have learned that one's interests can be used to plan and make decisions.

*Capsule Activity Description:

The pupils will be able to explain ways in which an individual can obtain personal satisfaction from an occupation.

ACTIVITY:

The teacher arranges for the class to visit a health site, observe the many occupations involved, and talk with some of the workers.

In the classroom the pupils can apply what they have learned in numerous ways. For example, after the pupils make up a list of the occupations they have observed, they might compose riddles for each occupation.

Using large filing cards the pupils write their riddles on one side and the answers on the other. The cards can be placed in a "riddle box" for leisure activity.

Another activity could be the "Blow Your Own Horn" game, in which each person selects one occupation and brags about it in front of the class. The teacher begins the game by bragging in a dramatic way about the teacher's job. Then each pupil selects an occupation and brags about it as the teacher did.

Each pupil should be able to list five ways in which one can obtain personal satisfaction from work.

RESOURCES:

Community Contacts:

Free Information:

Other resources:

Large filing cards

*This activity has been designed and/or used successfully by California State Department of Education, Sacramento CA 1977. Implementing Career Education Instructional Strategies Guide for Kindergarten through Grade Twelve.

Activity # 13

Subject Area: Health Education

Grade Level: 1st - 4th

Title: Helping to Care for the Community

BEHAVIORAL OBJECTIVES:

3.06 The students will show awareness of careers as they relate to the needs and functions of the community.

*Capsule Activity Description:

The students will learn who their community helpers are, and how they help to keep the community a safe, healthful, and pleasant place to live.

ACTIVITY

The purpose of this unit is to help to develop useful members of the community. This can be done by having the students:

1. Name the helpers who make the community a safer and more pleasant place for you to live.
2. Name four places in the community that they think can be made safer or more attractive.
3. Find out which community helpers in your neighborhood are hired and paid by your community. Who pays the police? Is your water supplied by your town or by a private company?

RESOURCES

Aiding Our Health, by John A. Thackston, Ph.D. & William T. Newson M.D.

Community Contacts;

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by:

DeLoris A. Smith, Teacher
Frederick Douglass Elementary School, Philadelphia, PA 19121

Activity # 14

Subject Area: Health

Grade Level: 4

Title: My Hobby

BEHAVIORAL OBJECTIVES:

3.17 The pupils will show awareness of the existence and importance of the interdependence of jobs.

8.04 The pupils will show understanding of the differences between leisure time and idleness.

8.07 The pupils will exercise creativity in approaching leisure activities.

8.09 The pupils will show realization that leisure time can be productive as well as self-satsifying.

*Capsul Activity Description:

Students bring their hobby items for display and talk about how their hobby could lead to a career

ACTIVITY

1. Pupils display their hobby items.
2. Pupils bring in illustrations , or items related to hobbies they read about in Scholastic Series
3. Role play a scene from story they read.

RESOURCES

Community Contacts:

Hobby shop magazines
Department store with hobby sections

Free Information:

Library - books on hobbies

Activity # 15

Subject Area: Ophthalmology

Grade Level: 1-6 M.G.

Title: The Human Eye, Part One

BEHAVIORAL OBJECTIVES:

3.03 The pupils will show their understanding that occupations have varying characteristics and qualifications.

*Capsule Activity Description:

Students will become aware of the function of the eye and the need for ophthalmologists.

ACTIVITY

Using a convex lens and a sheet of white paper, have student stand in front of a window. The outside picture will be on the white paper, upside-down. Ask each student to give their explanation for the picture being upside down.

Discuss the various parts of the eye: retina, iris, cornea, pupil, and lens. Write a definition for each word. Use these words in a sentence.

Ask student to face a window, shut his eyes, and cover them with his hands. After about 10 seconds tell him to take his hands away and open his eyes. Ask student to explain how the iris changed when the eye was exposed to bright light? How is this change useful?

Cover one eye with a patch. Have students perform several tasks to demonstrate that two eyes are better than one. Emphasize the expression "judging distance."

Have students make an eye chart.

Who cares for the eye?

*This activity has been designed and/or used successfully by:
Jacqueline Taylor
Frederick Douglas Elementary School
Philadelphia, PA 19121

Other Resources:

Scholastic Series

*This activity has been designed and/or used successfully by:

Lafayette Parish Schools, Lafayette, LA.

Activity # 16

Subject Area: Ophthalmology

Grade Level: 1-6 M.G.

Title: The Human Eye Part 2

BEHAVIORAL OBJECTIVES:

Continued

*Capsule Activity Description:

Students will be aware of the field of ophthalmology.

ACTIVITY

Review lesson 1: Introduce new words: sclera, choroid, optic nerve, aqueous humor, fovea centraelis, vibreous humor, celeary muscles, suspensory ligaments. Write a definition for each word. Discuss the definitions of the words and their positions within the eye.

Introduce: Ophtha mologist, Optometrist, Oculist, Ophtha mology and explain the functions of each.

Give each student an opportunity to look into the eye of a peer with an ophthalmoscope.

Take a school-wide survey of the children that wear glasses. Boy-girl, grade, how long wearing glasses. This information will be charted and used for lessons on collecting and organizing data, and lessons on measurements.

RESOURCES

Community Contacts:

Contact ophthalmologists in the community to speak with the class.
Take a class trip to the Wills Eye Hospital.
Contact Universities for information in the field of ophthalmology.

Free Information:

0022, 1172

Other Resources:

American Optometric Association, St. Louis, MO. 63119
1930 Chestnut Street
Philadelphia, PA

Philadelphia County Optometric Society.

*This activity has been designed and/or used successfully by:

Jacqueline Taylor
Frederick Douglas
Elementary School
Philadelphia, PA 19121

Activity #16

Subject Area: Language Arts/Guidance

Grade Level: Primary

Title:

BEHAVIORAL OBJECTIVES:

2.10 - The children will show awareness of the relationship between educational experiences and occupational tasks.

5.04 - The children will show their knowledge that external factors affect the decision-making process.

*Capsule Activity Description:

The pupils will be able to identify different feelings that people have about work.

ACTIVITY:

Through the use of creative dramatics, the teacher plans to develop the concept that work means different things to different people.

The class participates in an association game as follows:

1. Teacher selects a job, and children hold up happy or sad faces to express their feelings for that job.
2. Each pupil can give a one-word response or a sentence to express feelings.

The pupils create skits to depict feelings associated with work. Some examples to be considered are the following:

1. All people don't like the same jobs.
2. Repetition may cause boredom.
3. Some jobs may be lonely.
4. Some jobs may be dangerous.
5. Additional experience or tarining is sometimes necessary.
6. Feelings about jobs may change.

The teacher constructs a large circle and labels segments of the circle with feelings related to work. The pupils select several occupations and list each under as many categories as possible to show that more than one feeling may be related to a job.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

DUSO Kit Published by American Guidance Service, Inc., Publishers' Building, Circle Pines, MN 55014.

*This activity has been designed and/or used successfully by

CA. State Dept. of Education, Sacramento, CA. 1977. Implementing Career Education Instructional Strategies Guide for Kindergarten Through Grade Twe .

Activity #19

Subject Area: Language Arts

Grade Level: Primary

Title:

BEHAVIORAL OBJECTIVES:

4.10 - The children will show familiarity with the varied economic rewards that are gained from different kinds of work.

4.12 - The pupils will show a beginning understanding of the economic relationship between themselves, family, and community.

*Capsule Activity Description:

The pupils will be able to recognize and list occupations that are oversupplied and undersupplied at any given time.

ACTIVITY:

Each pupil is asked to make a list of occupations that are most in demand and those that are oversupplied. The instructor should discuss how career planning is affected by job supply.

The pupils can interview parents and grandparents about jobs that existed when they were young but no longer exist. A follow-up session could be about jobs that may exist in the suture but not now. Class porjects might include keeping a running graph of available jobs listed in local newspapers. Field trips can be taken to observe supply or oversupply of employment. The class can discuss changing jobs as related to various industries such as manufacturing, bottling, and packaging.

Each pupil should be able to list two jobs that are oversupplied and two jobs that are undersupplied and list ten job areas that appear to have a good future or a questionable future.

RESOURCES:

Community Contacts:

Free Information:

Other Resources:

Publications from local employment offices

*This activity has been designed and/or used successfully by California State Department of Education, Sacramento CA 1977.
Implementing Career Education Instructional Strategies Guide for Kindergarten through Grade Twelve.

Activity # 20

Subject Area: Music/Language Art

Grade Level: Primary

Title:

BEHAVIORAL OBJECTIVES:

3.03: The children will show their understanding that occupations have varying characteristics and qualifications.

*Capsule Activity Description:

The pupils will develop an awareness of the wide variety of occupations within the field of music.

ACTIVITY:

The teacher plans to invite music resource teachers, parents, or music store personnel to speak about the many occupations in the field of music. The teacher arranges a field trip to a cultural center where pupils can observe a variety of musical occupations.

The pupils make a mural illustrating the different people involved in making music. A popular song can be selected, and the class can list the occupations that may have been involved before the song could be published.

The pupils should be able to name five occupations in the field of music and discuss the different roles.

RESOURCES:

Community Contacts:

Free Information:
0111
0263
0241
0051
0052
0237

Other resources:

- Music teacher
- Field trip
- Music books
- Art materials

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*This activity has been designed and/or used successfully by California State Department of Education, Sacramento CA 1977.
Implementing Career Education Instructional Strategies Guide for Kindergarten through Grade Twelve.

Activity # 21

Subject Area: Art/Language Arts

Grade Level: Primary

Title:

BEHAVIORAL OBJECTIVES:

3.02- The children will display their understanding of the variety and complexity of occupations and careers.

*Capsule Activity Description:

The pupils will be able to express a variety of career preferences and some insight into their choices.

ACTIVITY:

The teacher tells the pupils that they are going to make "their own bags." The pupils look through old magazines and clip our numerous pictures representing careers they might like or dislike.

The pupils paste the pictures representing their likes on the outside of a paper bag and those representing their dislikes on the inside. The teacher shows them how to cut openings in the bag to make a mask. The careers they like will be in full view of everyone, and those they dislike will be hidden inside the bag. Their dislikes will be secret unless they choose to let a friend "put on the bag" to see what is inside.

The teacher evaluates pupil insight into choices.

RESOURCES:

Community Contacts:

Free Information:

Other resources:

Paper bags large enough to fit over pupils' heads
Magazines from which pupils can cut career-related pictures
Ginn text (unit on helpers)

*This activity has been designed and/or used successfully by California State Department of Education, Sacramento CA 1977.
Implementing Career Education Instructional Strategies Guide for Kindergarten through Grade Twelve.

Activity # 22

Subject Area: Language Arts

Grade Level: Primary

BEHAVIORAL OBJECTIVES:

2.10: The children will show awareness of the relationship between educational experiences and occupational tasks.

3.07: The children will show understanding of how the performance of some occupations meets the needs of the community.

3.11: The children will show awareness of work that is performed in their environment.

3.23: The children will show awareness that present school experiences are related to certain career requirements.

*Capsule Activity Description:

Given three instructional periods in business-oriented telephone techniques, each pupil will demonstrate the ability to perform routine telephone tasks.

ACTIVITY:

The teacher plans to show a film on the use of the telephone. Learning stations will be established for student use and the students will visit the learning station.

The pupils view films and read materials provided by the telephone company. They practice using the telephone in role-playing situations. A representative from the telephone company talks to the class.

The teacher evaluates telephone skills of pupils.

RESOURCES:

Community Contacts:

Other Resources:

Films, tapes, and publications from the telephone company

Free Information:

0009

*This activity has been designed and/or used successfully by California State Department of Education, Sacramento CA 1977.
Implementing Career Education Instrucitonal Strategies Guide for Kindergarten through Grade Twelve.

Activity# 23

Subject Area: Language Arts

Grade Level: 1st

Title: "Interpersonal Relationships"

BEHAVIORAL OBJECTIVES:

1.09: The children will be able to identify values that they hold.
1.13: The children will be able to identify responsibilities that they have to others--e.g., honesty, fairness.
5.03: The children will display recognition that decision making involves some risk taking.
5.04: The children will show their knowledge that external factors affect the decision-making process.
6.12: The children will express attitudes favorably through behavior in their interpersonal relationships with others.

*Capsule Activity Description:
Through this activity students will become more aware of the consequences of making decisions; better understand the relation of self to values, and better understand the rights and responsibilities of each individual.

ACTIVITY

Given four pictures showing major parts of the story, students will be able to arrange them in the correct sequence.

Students will improvise a story about their favorite (pet, friend, toy, etc.).

Students will be able to relate situations from the story to their own experiences. (Select situations in which the students will deal with self awareness, value clarification and attitudes.)

Students will be able to give one reason why people should or should not behave as they do.

Students will describe one way in which their behavior affected others.

Define new vacabulary words.

Identify the consequences of undesirable actions, (e.g., being mischievous, fighting, hurting a friend's feelings)

Pre-Test

Have the students define vocabulary words orally.

Post-Test

Students will be given pictorial worksheets of the story. Students will color, cut, and araange pictures in the correct sequential order.

Students will tell their favorite part of the story as the teacher records the presentation.

RESOURCES

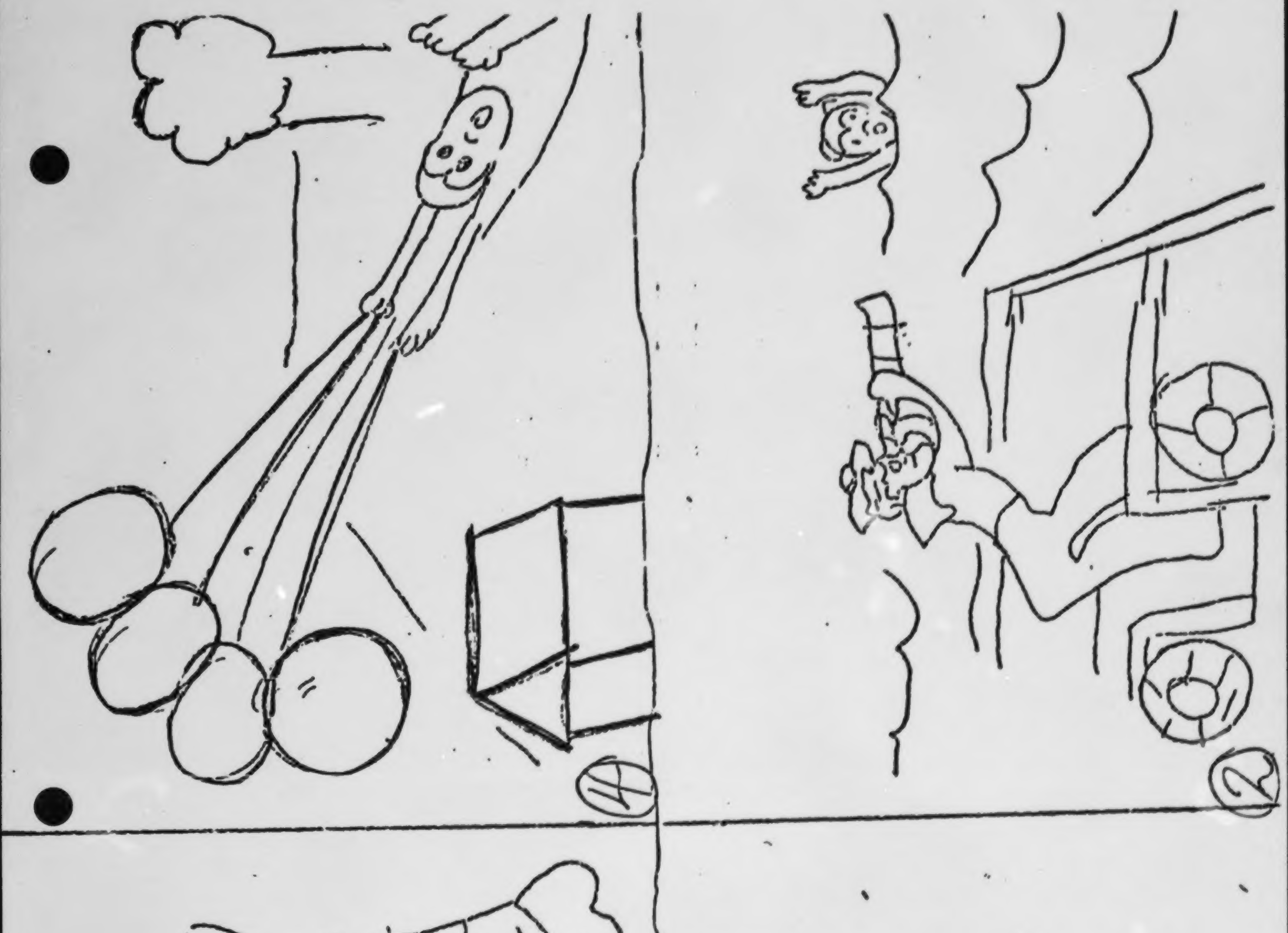
Community Contacts:

Free Information:

Other Resources:

Any Pre-Primer story which deals with values and/or attitudes.
(e.g. Curious George, H.A. Rey, Houton Mifflin Co., Boston, MA.)
Art Supplies
Pictorial Worksheets

*This activity has been designed and/or used successfully by Gladys Hughes,
Teacher, Pennypack School
Philadelphia School District
Philadelphia, PA


1
2
3
4

Activity # 2

Subject Area: Language Arts

Grade Level: K-3
(Adaptable for
any Grade level)

Title: Development of Positive
Self Image

BEHAVIORAL OBJECTIVES:

1.04 The children will give evidence of a positive self image.

1.12 The children will show understanding and recognition that social, economic, educational and cultural forces influence their development.

*Capsule Activity Description:

The lesson is designed to counteract negative pressures from the overall society upon African-American through "Corrective" Black History.

ACTIVITY (One class period)

1. Discuss with students the origin of civilization on the continent of Africa.
2. Follow the discussion of Africa's contributions with information on famous mullatoes - Pushkin, Beethoven, etc. Also Joseph Hayden, "The Moor." Remind students that in our society they would be considered Afro-Americans.
3. Tell students of outstanding Afro-Americans, who developed blood plasma, performed first heart surgery, invented the stop light, refrigerator, coin vending machine, etc.
4. Remind students that our civilization would be impossible without the above, and that as descendents of these civilizations and individuals they were born with the potential to achieve at the same level.

RESOURCES

Community Contacts:

Free Information:

Film: "Black History, Lost, Strayed or Stolen:, narrated by Bill Cosby. Available at Free Library

Other Resources:

Any Book by J.A. Rogers.
"Africa, Mother of Civilization, " Joseph Ben Jochannon

"The Sirius Mystery"

The book explains how some west African nations until today have religious ceremonies based on the 50 year orbit cycle of a star so minute that modern telescopes could not find it until very recently, and the orbit of a second star modern telescopes have yet to discover. The book details technology that once had to be superior to that presently existing and is "heavy" reading except for high school students interested in this field. The instructor should provide other students with information from the book.

*This activity has been designed and/or used successfully by:

Sister M.E. Barnes-Villanova University, Teacher Corps Graduate Intern

Activity #25

Subject Area: Language Arts

Grade Level: 3

Title: "All About Me"

BEHAVIORAL OBJECTIVES:

1.04: The children will give evidence of the development of a positive self-image.

1.06: The children will display the understanding that each child is unique and special.

1.03: The children will demonstrate their understanding that personal characteristics can sometimes be changed.

*Capsule Activity Description:

Students gain an understanding of self as a unique individual and acquire the knowledge needed to form paragraphs and write creatively in this activity.

ACTIVITY

Students will exhibit the ability to arrange events in chronological order by making a time line.

Students will exhibit the ability to express themselves in a sentence by completing sentences.

Students will exhibit the ability to express themselves in paragraphs by writing on several topics.

Student will make a book about self including personality, emotions, past experiences and desired future events.

Participate in class discussion about past experiences, important or outstanding. Complete timeline of events-in own lifetime.

Participate in class discussion about desired future events. Discuss possible jobs. Explore related jobs. Draw pictures of self in 1980 and 2000.

Make fingerprint. Realize no one else has same print. Write a paragraph to summarize why each person is unique.

Design a creative cover for a booklet.

Lead discussion about signatures. Discuss that you express yourself through your signature. People's sugnatures look different even if they have the same name. Help children with signature designs. Put on display.

Lead discussion of emotions. Define. Ask students to recall times when they experienced different emotions. Help children complete dittos about favorite things. Discuss reasons with children as they choose favorites.

Suggest situations for emotions. Distribute dittos. Help children as they draw their faces in different situations.

Lead discussion of anger. Lead children to identify situations that make them angry, to realize how they express anger, and to realize how to get over it. Discuss times when it is allright to show anger. Help children complete sentences on ditto. Discuss situations with them individually.

Share past experiences with children. Discuss situations for different emotions. Discuss important events in lifetime. Explain order in time line. Individually help studentsas they complete time lines.

Lead discussion on the future. Ask individuals to suggest future jobs and expand on the jobs. For example, if a child says stewardess...suggest other related occupations. Discuss choices with students as they complete ditto of present and future self.

Make children aware of different fingerprints. Help them make own fingerprints. Help children write paragraphs about why they are special.

Help children make covers. Discuss beauty of design. Explain that pictures do not always need to look like something. Let it express yourself.

The booklets and displays are for a parent open house. The room is geared toward the individuality of each child. Each day the children were encouraged to discussions with their parents.

RESOURCES

Community Contacts:

Activity could be expanded to include community members as guest speakers.

Free Information:

*This activity has been designed and/or used successfully by Janice Sunderland,
Kinsely Elementary School
Philadelphia School District
Philadelphia, PA

Activity # 26

Subject Area:

Grade Level: 1 to 4 M.G.P.

Title: Leisure Time Activities

BEHAVIORAL OBJECTIVES:

8.03 The students will demonstrate the development of a vocabulary for differentiating leisure time activiites.

*Capsule Activity Description:

Students will learn about the many places people may go to relax.

ACTIVITY

1. Name some of the subjects that were taught to boys and girls in early American schools.
2. List some of the sports that people in early America enjoyed when they were not working.
3. Compare, define and classify these games: golf, football, baseball, tennis, movies, art exhibit, bowling, fishing, zoo, shopping, mountain climbing, surfboard riding, roller skating, chess playing, dancing, horseshoe pitching.

RESOURCES

Community Contacts:

Go to the library and find books that tell about the games that people in other countries enjoy. Find out if the games are like any of the games that people in our country enjoy.

Free Information:

Write to Chamber of Commerce for information re: entertainment in your city. Use the phone directory for the names and addresses of movie houses. The daily newspapers have a listing of places for leisure time spending, etc. Check the Visitors Bureau.

Other Resources:

Find things in magazines that are no longer used in the classroom today. Find things in the pictures that are still used in the classroom.

*This activity has been designed and/or used successfully by: Jacqueline Taylor
Frederick Douglass
Elementary School
Philadelphia, PA 19121

Activity # 27

Subject Area: Language Arts

Grade Level: 4

Title: Dictionary Use

BEHAVIORAL OBJECTIVES:

3.01 The pupils will display an acquisition of vocabulary for describing the world of work.

3.02 The pupils will display their understanding of the variety and complexity of occupations and careers.

*Capsule Activity Description:

Students use dictionary to locate career related vocabulary words.

ACTIVITY

LARGE GROUP: Review strategies for locating a word in the dictionary. Find the following words: career, vocation, avocation, hobby, occupation. Discuss the meaning(s) of each word as a group. Use the words in sentences. Lead group to see that career, occupation, vocation are loosely synonymous, and that hobby and avocation are synonyms. What avocations are represented by the students in the class? It is possible for a hobby to become a career.

SMALL GROUP: To provide individual practice in using the dictionary to find word meanings, break up into groups of four. Each child in the group will take his turn selecting a word for the other three to find and discuss the meaning of.

INDIVIDUAL: As a follow-up career awareness activity, have the more academically able members of the class select from a box a card on which is written the name of a person engaged in an occupation or hobby with which children of this age are not apt to be familiar. The child is to find the word in a dictionary and decide what the word means. He may wish to refer to an encyclopedia for further information. He will then make a construction paper sign to hang around his neck announcing his occupation; e.g., I AN A TAXIDERMIST. He will prepare three clues about his work; e.g., I work with animals. I might be employed by a museum but probably not by a zoo. I do not need to worry about the animals hurting me. He may wish to find pictures objects or tools associated with his work. When students have completed their preparation, have them take turns before the class, reading their signs and giving their clues. If the class is not able to guess quickly what their specific work is, the child may then explain it to the class.

Have the student use a dictionary to find the meaning of the following words and use each in a sentence which demonstrates that he understands what the word means: trowel, stethoscope, bodkin, millwright, audiometer.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

Dictionaries

Suggested words for individual activity:

herpetologist
glazier
lithographer
taxidermist
pediatrician
lexicographer
metallurgist
meteorologist
taxonomist
chiropractor
radiologist
philatelist
cartographer
podiatrist

*This activity has been designed and/or used successfully by:

Vesta Mullen, Filmore Central School, Allegheny County, N.Y.

Activity # 28

Subject Area: Language Arts

Grade Level: 4 to 6(adaptable for any grade level

Title: Learning job interview techniques

BEHAVIORAL OBJECTIVES:

7.07: The pupils will show development of social skills

7.09: The pupils will demonstrate acquired skills, good work habits, and basic attitudes needed for success in completing tasks.

*Capsule Activity Description:

Students will learn job interview techniques

ACTIVITY (two class periods)

1. Discuss with students techniques utilized by potential employers during job interviews, and techniques that should be mastered by potential employees.
2. Discuss dress codes, speech patterns, and work attitudes that may influence an employer.
3. Discuss the "Do's and Don'ts" of behavior during an interview.
4. Arrange to have a representative of a local firm's perosnnel department speak to the class about current trends in the above.

RESOURCES

Community Contacts:

Contact local businesses for speakers to address the class; Bell Telephone, Philadelphia Gas Works, Rohm and Haas

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by:

Sister M. Barnes
Graduate Intern, Villanova University
Teacher Corps, Villanova, PA 19085

Activity # 29

Subject Area: Language Arts

Grade Level: 4-6 Adaptable to any grade level

Title: The Newspaper as a resource

BEHAVIORAL OBJECTIVES:

5.09: The pupils demonstrate ability to use decision-making strategies and skills
5.10: The pupils experience setting individual goals.
5.11: The pupils will show they have learned one's interest can be used to plan and make decisions.
5.12: The pupils will show understanding that their interests, aptitudes, skills, physical characteristics, educational achievements, adjustive behavior, needs, and relationships with other people all influence their goals and career decisions.

*Capsule Activity Description:

Students will match their aptitudes with jobs advertised in newspapers.

ACTIVITY (TWO CLASS PERIODS)

1. Have students select four jobs from among these advertised in the "Help Wanted" section of the classified ad section of a newspaper for which they might possibly wish to perpare themselves.

2. Have students discuss and enumerate the personal characteristics that an employee must have to be happy and successful in each of the four jobs.

3. Have students discuss and enumerate the work ethics that employees must utilize to be successful in each of the four jobs.

4. Have student describe his or her educational program and how it relates to each of the jobs being reviewed.

5. Have each student evaluate his or her qualifications, strengths and weakenesses as they relate to each job.

RESROUCES

Community Contacts:

Free Information:

Other Resources:

Daily Newspaper Classified Advertisement Section.

*This activity has been designed and/or used successfully by: Sister Marian Barnes,
Intern, Villanova University Teacher Corps
Education Dept., Villanova, PA 19085

Activity # 29-A

Subject Area: Language Arts

Grade Level: 4 to 6, 7 to 12, adaptable.

Title: The library as a resource

BEHAVORIAL OBJECTIVES:

7.06: The students will refine the identification of potential career choices based on their qualifications, interests, and attitudes.

1.17: The students will evaluate their career goals in terms of their interests, abilities, and achievements--and, evaluate their successes and failures in their educational program in terms of occupations in which they might be successful.

*Capsule Activity Description:

Students will consult library reference books for information about career possibilities.

ACTIVITY

1. Discuss with students the large variety of vocational career possibilities, making them aware of their eligibility for "non-traditional" careers, and careers for which they may have few, or no, role models. Emphasize that students should limit the scope of potential vocations to those for which they see frequent role models.
2. Discuss with the class library reference books that list occupations, such as the Dictionary of Occupational Titles, and the Occupational Handbook.
3. Assign students to use such resource books to identify ten interesting vocations which they learned about for the first time from the reference books.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

Library references
Occupational Outlook Handbook
Dictionary of Occupational Titles

This activity has been designed and/or used successfully by: Sister M. R[redacted] Intern
Villanova University Teacher Corps, Villanova, PA 19085

Activity # 30

Subject Area: Language Arts/ Social Studies

Grade Level: 6

Title: "Helping Ourselves"

BEHAVIORAL OBJECTIVES:

4.01 - The pupils will show recognition of the role of work in economic independence.
4.10 - The pupils will be able to give the advantages and disadvantages of certain occupational roles.

*Capsule Activity Description:

Discussion, letter, writing, organize delegation

ACTIVITY

Discuss problems seen. Discuss city agencies which have responsibilities to improve life. What is our responsibility when we see others are not meeting theirs.

Form committees of students to work in particular problems.

Products will be expected. Groups are expected to research who is responsible. Groups will learn about Councilmen, Mayor, city agencies. Letters will be written. Perhaps one delegation can be organized to meet with a city spokesperson.

RESOURCES

Community Contacts:

Any person(s) in City Government

Free Information:

City Pamphlet:
"Agencies in Philadelphia"
Library:
"Old Bulletin Almanacs"

Other Resources:

*This activity has been designed and/or used successfully by: Melvin Metelis
Frederick Douglass Elementary School, Philadelphia PA 19121

Activity # 31

Subject Area: Understanding Our Language Today

Grade Level: 1st - 4th

Title: Paragraphs

BEHAVIORAL OBJECTIVES:

2.09 The children will show realization that learning is continuous, occurring inside and outside of school.

*Capsule Activity Description:

The children will be able to apply what they learn about paragraphs in reading, letter writing, whether it's a business letter, or a friendly letter, or applying for a job.

ACTIVITY

This lesson will teach the students that a paragraph is a group of sentences all telling about the same thing.

They will learn that a paragraph has only one main idea.

The students will be given a group of sentences telling about the same thing, but not in order.

They will be asked to read the sentences and try to tell in their own words a story.

The students will then be given papers and asked to rewrite the sentences, putting them in the correct order.

They will suggest a group topic to be written on the board by the teacher.

They each will choose a topic to write about.

They may be asked to write a short story, making two or three paragraphs.

RESOURCES

Understanding Our Language Today. by: David A. conlin, H.T. Fillmer, Ann Lefcourt and Nell C. Thompson. American Book Comapny

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by: DeLoris Smith
Frederick Douglass School, Philadelphia, PA 19121

Activity # 32

Subject Area: "Toward Affective Development"

Grade Level: 1st - 45h

Title: "Being Cooperative"

BEHAVIORAL OBJECTIVES:

1.13 The pupils will show understanding that the way in which they perform and their responsibilities influences others and themselves.
1.14

*Capsule Activity Description:

The pupils will be able to identify what is required to play a group game effectively.

ACTIVITY

The class will be divided into two teams. This activity of two sets of alphabet cards, one in blue and the other set in red is to identify one team from the other. In each set, have the children make extra letters for words having two or three of the same letters in a word.

The teams will group themselves on opposite sides of the room and compete for points in spelling out the following lists of words.

Word list:

group	(5 points)	learn	(5 points)
join	(5 points)	behavior	(10 points)
friend	(10 points)	zip	(5 points)
equals	(5 points)	talking	(10 points)
whisper	(10 points)	game	(5 points)
chalk	(5 points)	thank you	(15 points

This may be used with all spelling words. Each team must work together, in order to win. They must find the letters and place the word on the table, then raise their hands when the word is formed.

The team having the most points at the end of the lesson is the winner.

Cooperation is needed in all types of group games to win.

Group games:

Football, basketball, baseball, relay games and many other games played in teams.

Turning a long jump rope and jumping at the same time.

Moving the teacher's desk.

Sweeping dust into a dustpan.

Opening the door while you are carrying an armload of books.

RESOURCES

Toward Affective Development Kit
A Program to Stimulate Psychological & Affective Development

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by:

DeLoris Smith. AGS: American Guidance Service, Inc.
Frederick Douglass Elementary School
Philadelphia, PA 19121

Activity # 33

Subject Area: Language Arts

Grade Level: 3

Title: Improving reading, writing and alphabetizing skills

BEHAVIORAL OBJECTIVES:

2.03 The students will be able to indicate what skills learned in school might help him/her in various occupations in the future.

*Capsule Activity Description: (5 lessons)

Develop skills in school and visit a job cite to seee how these skills are used in various occuaptions.

ACTIVITY

Have students read a list of people's names, and a list of companies from the chalkboard. Have each student to write the people's names and company names in alphabetical order. Allow some of the students to read their list in abc order. Discuss the importance of being able to read, write, and put names in alphabetical order. Discuss some jobs that require people to complete such task.

Homeowrk Assignment

Have the students to list the occupations of people who have to read and write. Put names in alphabetical order.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by: Clarabon Logan
Frederick Douglass School, Philadelphia, PA.

Activity # 34

Subject Area: Language Arts

Grade Level: 3

Title: Improving reading, writing and alphabetizing skills

BEHAVIORAL OBJECTIVES:

2.05 The students will demonstrate how skills learned in school help one to perform certain job task (such as reading, writing and alphabetizing) in various occupations.

*Capsule Activity Description:

The students will role-play people working as a file clerk, and mail clerk using the skills learned in school to perform their task (job).

ACTIVITY

Discuss the homework the students were assigned and have some students name their list of jobs.(clerk, secretaries, mailmen, receptionist, etc.) Have some students role play or give brief demonstrations of how the people mentioned used the skills learned to perform the job. Discuss some outcomes of what could happen if the clerk was unable to read and put names in alphabetical order. (Future assignment: plan a field trip).

RESOURCES

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by: Clarabon Logan
Frederick Douglass School, Philadelphia, PA.

Activity # 35

Subject Area: Language Arts

Grade Level: 3

Title: Using the Newspaper

BEHAVIORAL OBJECTIVES:

2.04 The students will use their reading skills to read and discuss the career they found when using the classified ads in the newspaper.

*Capsule Activity Description:

The students will improve their reading and listening skills through discussion about careers.

ACTIVITY

Have the students come up in front of the class and discuss the jobs they found in the classified ad of the newspaper. Have the students explain why they chose that particular career and how will taht particular career help them to choose a career of their interest in the future.

Homework Assignment

Have students use the newspaper to determine how many careers were involved in putting together a newspaper.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by:

Claraton Logan, Frederick Douglass School, Philadelphia, PA.

Activity # 36

Subject Area: Language Arts

Grade Level: 3

Title: Self Awareness

BEHAVIORAL OBJECTIVES:

8.09 The children will identify things that they enjoy doing in their extra time and how those things contribute to their satisfaction.

*Capsule Activity Description:

Students will learn about a variety of careers based through their personal interest.

ACTIVITY

Show pictures of people performing a variety of jobs. Have students to discuss the pictures and tell which pictures of jobs they like best. Have children to draw a self awareness chart showing the things they like to do best. Then write an (example: sentence under the picture I like working on cars (Picture showing someone working on cars.) (Someone playing a musical instrument; someone running, someone working in a bank, some at a police station, someone working in a hospital.)

Have students to color their pictures and paste them on the bulletin board.

Homeowrk Assignment:

Have students to visit or talk to a person or persons doing one of the things they drew in their pictures.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by: Clarabon Logan
Frederick Douglass Elementary School, Philadelphia, PA 19121

Activity # 37

Subject Area: Language Arts

Grade Level: 3

Title: Using the Newspaper

BEHAVIORAL OBJECTIVES:

2.14 The student will use everyday reading skills to read about jobs under the classified ad in the newspaper.

*Capsule Activity Description:

Students learn to improve reading skills through the use of a newspaper.

ACTIVITY

Bring in newspapers and discuss the importance of using the newspapers and how newspapers can help one to find a career of their interest. Discuss how to use the classified ad. Divid the students in small groups and have students use the classified ad in the newspaper to careers of their choice.

Homework Assignment

Have the students write paragraphs explaining the duties of the careers they have found in the classified ads. Have students write about the duties one performs in that particular career.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by: Clarabon Logan
Frederick Douglass Elementary School, Philadelphia, PA 19121

Activity # 38

Subject Area: Language Arts

Grade Level: 3

Title: Using and making Newspaper

BEHAVIORAL OBJECTIVES:

2.05 The children will show their recognition of the role of education in career and life goals.

2.09 The children will show realization that learning is continuous.

*Capsule Activity Description:

The students will improve their reading and writing skills while using them to compose a classroom newspaper.

ACTIVITY

Compile the steps the students gave for making their own classroom newspaper. Have students do mini research to find materials for their newspaper. (Research can come from things going on in the classroom, school community and city). Select several students to begin to work on the newspaper.

Other Activities

Have some students take pictures for their classroom newspaper, have students draw pictures, write letters, write poetry, and etc., that would go into help make their very own classroom newspaper.

RESOURCES

Community Contacts:

Free Information:

0069, 0070

Other Resources:

*This activity has been designed and/or used successfully by: Clarabon Logan

Frederick Douglass School, Philadelphia, PA. 19121

Activity # 39

Subject Area: Language Arts

Grade Level: 3

Title: Self Awareness-(Follow-up lesson)

BEHAVIORAL OBJECTIVES:

3.02 The students will (communicate) discuss (while others listen) to why they like doing the variety of things they drew on the bulletin board.

*Capsule Activity Description:

Student improves communication skills by discussing his drawing and relating a variety of jobs to his drawings.

ACTIVITY

Discuss the pictures on the bulletin board that the students drew. Have some students go up and explain why they enjoy doing what they drew on their picture. Have the student discuss which of the drawing he found and performing doing the same job as the drawing--example over--Have studentd discuss some of the things the person said about his job. Have most students discuss about the person they talked to which were performing a job on the drawing.

Examples of Lesson IV and V
1. Draw a picture showing what they like to do the most.
   Then write a sentence under the picture.

Drawing examples
1. Some one playing a piano, or a musical instrument.
   I like playing the piano or
   I like playing the guitar
2. Draw a scientist working on an experiment
   I like scientist
   I like working on an experiment
   I like to work on cars
   I like to travel--airplane pilot
   I like to build--construction worker
   I like typing--secretary or clerk typist
   I like writing--a journalist
   I like others--teacher and social worker

*This activity has been designed and/or used successfully by:

Clarabon Logan, Frederick Douglass School, Philadelphia, PA.

Activity # 40

Subject Area: Language Arts/Guidance

Grade Level: K - 5

Title:

BEHAVIORAL OBJECTIVES:

1.04 - The children will give evidence of the development of a positive self-image.

*Capsule Activity Description:

Given an opportunity to discuss various emotions, the pupils will be able to analyze the behavior resulting from those emotions.

ACTIVITY

The instructor plans class activities and discussions that will develop an awareness that there is a continuous interaction between a person's knowledge and acceptance of his or her emerging life-style.

The pupils may do the the following:

1. Use books or pictures to develop vocabulary words that describe emotions.
2. Use creative dramatics to show various emotions.
3. View filmstrips or listen to records that deal with feelings.
4. Discuss pictures that depict emotional problems of young children.

The pupils completes ten open-ended statements such as:

1. Most of the time I feel...
2. I am happy when...
3. I am sad when...
4. I am afraid when ...
5. Sometimes I can tell how you feel by ...

RESOURCES

Community Contacts:

Free Information:

Other Resources:

DUSCO Kit. Published by American Guidance Service, Inc.
Publishers' Building, Circle Pines, MN 55014

Focus on Self-Development Kit, units C, D, K, L, M, O, and P.
Published by Science Research Associates, Inc. 259 Erie Street,
Chicago, IL 60611. Western Office: 165 University Avenue
Room 201, Palo Alto, CA 94301.

Books
Records
Filmstrips

*This activity has been designed and/or used successfully by CA State Department of Education, Sacramento, CA 1977.

Activity # 41

Subject Area: Language Arts

Grade Level: Primary, K-5

Title:

BEHAVIORAL OBJECTIVES:

2.01: The children will give evidence of their understanding of the interrelationship between education and work.

2.05: The children will show their recognition of the role of education in career and life goals.

2.12: The children will show recognition that various occupations have different educational and training requirements.

*Capsule Activity Description:

Each pupil will develop an awareness that the ability to communicate effectively helps a person work well with others.

ACTIVITY

The teacher asks the pupils to imagine what the world was like before people developed a language both spoken and written. The class then discusses the importance of communicating effectively in working with others.

The pupils dramatize the following situations:

1. A man needs a job. He looks in the classified section of a newspaper. He cannot read. What problems will he have?

2. A telephone operator does not know how to listen. What problems will occur?

3. A waiter takes orders for food. The waiter cannot write. What problems will occur?

RESOURCES

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by

CA State Dept. of Education, Sacrament, CA 1977. Implementing Career Education Instructional Strategies Guide for Kindergarten Through Grade Twelve.

Activity # 42

Subject Area: Language Arts

Grade Level: 5 - 8

Title: Interpersonal Relationships

BEHAVIORAL OBJECTIVES:

1.07 - The pupils will show understanding of the expanding concept of self.
5.10 - The pupils will experience the setting of individual goals.
2.02 - The students will demonstrate their acauirement of a vocabularly for educational planning.
7.03 - The students will display awareness of groups and the interaction of group members.

*Capsule Activity Description:

Through this activity students better understand the importance of self as an individual and as a worthy group member; they will also better understand how individual and group goals are formed.

ACTIVITY

Given directions on how to contruct a paragraph students will "design" an imaginary super-friend who would be just perfect for them.

In a group setting, students will analyze why and how people build interpersonal relationships by identifying positive personal attributes of themselves and others.

Students will differentiate between good and poor reasons for making choices that involve interpersonal relationships.

Review vocabulary.

Read text and read notes on paragraphing.

Complete worksheet on paragraphing.

Form small groups and discuss worksheet.

Choose one or two friends and write a paragraph to tell why they are good friends.

Read and discuss descriptions of six students. (worksheet A)

Complete worksheet B by answering questions pertaining to six students.

Pre Test

Have class discuss desirable qualities of their friends.

Post Test

Write a descriptive paragraph of a "Super-Friend".

RESOURCES

Community Contacts:

Free Information:

Other Resources:

School Counselor

*This activity has been designed and/or used successfully by Linda Kemp, Furness Junior High and Margo Temple, St. Elizabeth School, Philadelphia School District, Philadelphia, PA

WORKSHEET A

VOCABULARY

embarrassed, serious, respectfully, gossips, convincing, organizing, generous

EVALUATION

Discussion on the questions most difficult to answer, and why. (For each group)

DESCRIPTIONS OF THE SIX STUDENTS

1. Cindy is tall and a little heavy for her age. She is usually quiet, especially around groups of people. She is careful and serious about her school work.

2. Tracy likes people, and people seem to like her. She is small and neat and has a lot of energy. She is not afraid to try new things.

3. Kris has a good sense of humor and tells the funniest jokes. He knows a lot about animals and nature. He likes to talk but doesn't like to write. He has a lot of ideas for things to do and plans carefully.

4. Stanley is outgoing. He doesn't like math but he is good at reading and likes to read aloud to people. He wears nice clothes and is very bossy.

5. Randy is quiet and keeps his thoughts and feelings to himself. He likes to be alone. He doesn't listen well to other people.

6. Andrew is the leader of a big group of boys who like sports. He is very generous. Everyone wants to be his friend. He is very good at math.

WORKSHEET B

MEET THE GANG

Think about each question and answer it carefully. Be ready to explain the reason for each choice you have made.

1. Which person is most like you?
2. Which is least like you?
3. Which one would be a good friend for you?
4. Which person would choose you as a friend?
5. Choose two persons to work with you in preparing a Social Studies Report.
6. With which person would you discuss a problem or share a secret?
7. Which person would be a good friend for Kris?
8. Which two people might not get along well on the same team?
9. Which people in this group would you like to invite to your next birthday party?
10. Which would (you) choose (a) you as a friend?

Activity # 43

Subject Area: Language Arts

Grade Level: 6

Title: "What Mother /Father Means Every Day"

BEHAVIORAL OBJECTIVES:

1.05: The pupils will give evidence of the development of necessary socialization skills.
3.02: The pupils will display their understanding of the variety and complexity of occupations and careers.
6.12: The pupils will express attitudes favorably through behavior in their interpersonal relationships with others.

*Capsule Activity Description: (45 minutes)

1. Children will select appropriate constructive adjectives that relate to their mothers or other female family members.
2. Children will then put words into thoughts--back into words for short poem or beautiful prose thought.

NOTE: Can be used for fathers and male family members.

ACTIVITY

Discuss meaning of word "adjective". Derive through discussion that it is a word used for description. Describe some things. Describe some people. Discuss at length the work of a mother. Discuss her work from a material and non-material viewpoint. (Non-material being care, love tenderness, worry, concern, etc.)

Brainstorm with class structuring a list of appropriate adjectives describing mother.

Ask children to put adjectives into their thoughts to create a beautiful saying for their mother alone.

After works are read, discuss jobs that went into production. e.g. vocabulary. Work, poetry, writing, creating thoughts in written language. Have children letter their sayings. Have children understand that lettering for signs, greeting cards, etc. is also an occupation.

RESOURCES

Community Contacts:

Free Information:

Douglass School Library. Books of Poetry, lettering, short sayings.

Other Resources:

*This activity has been designed and/or used successfully by: Melvin Metalips
Frederick Douglass Elementary School Philadelphia, PA 19121

Activity #44

Subject Area: Language Arts

Grade Level: Sixth

Title: How To Become A Writer

BEHAVIORAL OBJECTIVES:

7.08: The students will demonstrate communication, writing, and research skills.

*Capsule Activity Description: (45 minutes)

Show the students a comic strip. Ask the class to draw their own comic strips and write the dialogue. Have students read their dialogues to the class.

ACTIVITY

1. Point out to students that journalists who write for today's newspapers, magazines, etc. are highly trained.
2. Select an action photograph from a magazine, or newspaper and have students list its details. Tell students to use the details as a basis of writing a story about the event.
3. Students can make a folder in which to put their writing.
4. Divide class into groups of four or five. Assign each group a newspaper advertisement to rewrite as a TV or radio commericial. Let each group present the dramatization to the class.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

Newspapers in education
Newspapers and magazines

*This activity has been designed and/or used successfully by: Ruby Roper
Frederick Douglass School, Philadelphia, PA 19121

Activity # 45

Subject Area: Social Studies/Language Arts

Grade Level: 6

Title: "Saving Dollars Makes Sense"

BEHAVIORAL OBJECTIVES:

6.05: The pupils will discover that workers bring dignity and worth to their jobs.

6.12: The pupils will express attitudes favorably through behavior in their interpersonal relationships with others.

*Capsule Activity Description:

A speaker who is a president of a local bank is invited to class to discuss his/her work and himself/herself as an employee.

ACTIVITY 1-1½ Hours

Money is very important to children and their families. Earning money is one manifestation of this interest. The other side is what to do about it. One alternative is "saving".

This entails learning about the role of a bank and the role of a bank officer. We will arrange for a local bank president to come with a simple film on saving and what "interest" means to the saver.

- Children will receive a lesson in elementary economics.
- Children will identify the "money store" where saving can take place.
- Children will be able to ask questions of guests on two levels--
    (a) about banking
    (b) about visitor and how he had to study, work, and perform to achieve his position.

As a follow-up children, will discuss lesson and write letters of appreciation, to our visitor, for his time, knowledge, and effort in our behalf.

This will provide children with an activity that will not only reinforce the visit, but will sharpen their language arts skills, and foster the expression of their appreciation for the dignity and worth of of others.

Children to "brainstorm", will throw out all activities and jobs related to banking.

RESOURCES

Community Contacts: Mr. H. Long, President of PNB-Progress Plaza
Ms. Sharon McCorkle -- Arranger of visit

Free Information:

Film shown by Mr. Long

Other Resources:

*This activity has been desgined and/or used successfully by: Melvin Metalits

Frederick Douglass, Elementary School, Philadelphia, PA 19121

Activity # 46

Subject Area: Language Arts

Grade Level: Elementary

Title:

BEHAVIORAL OBJECTIVES (4-6):

4.10 The pupils will be able to give the advantages and disadvantages of certain occupational roles.

*Capsule Activity Description:

This activity will help children develop research skills and various jobs in their community. The requirements for a job and what to look for in a job.

ACTIVITY

The class will write a short report on two occupations. After researching the occupations and writing the report, each pupil will make a list of the advantages and disadvantages of the occupation.

Included in the report must be the following information:

1. Occupations
2. Duties
3. Qualifications
4. Working conditions and benefits
5. Job outlook
6. Chances for advancements
7. Other Comments

RESOURCES

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by:
Jacqueline Taylor
Frederick Douglass Elementary School
Philadelphia, PA 19121

Activity # 47

Subject Area: Language Arts

Grade Area: Elementary

Title:

BEHAVIORAL OBJECTIVES:

2.12 The students will display understanding of the relationship between levels of education and levels of employment.

*Capsule Activity Description:

ACTIVITY

Using an established list of occupations (developed by the class), students will discuss the qualifications for each job. (List jobs and education required for each occupation).

1. Semi-skilled occupations
2. Skilled occupations
3. Technical
4. Clerical and sales
5. Paraprofessional
6. Self-employed

An outline for Language Arts Activities is enclosed. See attached page.

RESOURCES

Community Contacts:

Temple University, University of Pennsylvania, St. Joseph College, Philadelphia Technical Institute, School of Trades, Lincoln Technical Institute, Pierce Junior College.

Free Information:

Phila. School of Office Training
Tracey-Warner School of Fashion Design
McCarrie Schools of Health, Science and Technology

Other Resources:

*This activity has been designed and/or used successfully by:

Jacqueline Taylor
Frederick Douglass Elementary School
Philadelphia, PA 19121

Activity 48

Subject Area: Math

Grade Level: 3rd Grade

Title: Learning More about Careers

BEHAVIORAL OBJECTIVES:

2.10 The children will show awareness of the relationship between education experiences and occupational tasks.

*Capsule Activity Description:

The students will learn the math skills needed for the careers of a doctor, a police officer, a construction worker, a store manager, and a postal worker.

ACTIVITY

Show the students pictures of and discuss the careers of a doctor, a police officer, a construction worker, a store manager, and a postal worker. Ask the students to state the math skills needed for each of the above careers. Record the math skills given on the chalkboard. After the students have given the math skills required for each career, have them draw a picture of the career, (at least three careers), label the career, and write the math skills required for each of the career pictures. (see examples)

RESOURCES

Community Contacts:

The police district, a construction work site, the post office in the community, and a small store, then a large store in the community.

Free Information:

Filmstrips, tape cassettes, movies about the above careers, brochures from the free library, and brochures from each of the above job sites.

Other Resources:

Have the students visit a doctor's office, a construction worker's job site, a post office, or a police station.

*This activity has been designed and/or used successfully by: Margaret E. Coston
Villanova Teacher Corps Intern
Villanova University
Villanova, PA 19085

Activity # 49

Subject Area: Math

Grade Level: 3rd Grade

Title: Learning about Measurements

BEHAVIORAL OBJECTIONS

2.01 The children will give evidence of their understanding of the interrelationship between education and work.

2.03 The children will show awareness of multiplicity of skills and knowledge in education.

*Capsule Activity Description:

To show evidence of their understanding of the interrelationship between education and work, the students will learn how to compute measurements, height, weight, and make a graph chart by studying the careers of a doctor, nurse, dietician, and a weight control agent.

ACTIVITY

Discuss with the students the above careers. Have students interview a doctor, nurse dietician, or a weight control agent. Have students observe the types of math skills the person/s uses in order to complete his/her job. Have students share with the class their experiences while visiting a doctor, nurse, dietician, or a weight control agent. Have the students measure each other. Have them measure their classmates' weight, or height. Have each student draw chart or a graph to sho the height or weight of their classmates in inches. (See example). Have the students discuss their graphs and put them on the bulliten board. Have the students discuss how the doctor, nurse, dietician, or weight control agent use the graph to gain information about their patients' weight, height, etc. and to observe their patient's progress.

RESOURCES

Community Contacts:

The community health center, the weight control center, a hospital in the community, and the dietician's department in the hospital.

Free information:

The library, information about the careers of a doctor, nurse, dietician, and a weight control agent, brochures about the above careers from the hospitals, filmstrips, casettes, and movies about the above careers.

Other Resources:

Visit a doctor's office, plan a field trip to the community health center, visit a hospital in the community, have a doctor, a nurse, a weight control agent, or a dietician to visit the class as a guest speaker for the day.

*This activity has been designed and/or used successfully by : Margaret E. Coston

Villanova University Teacher Corps Intern
Villanova, PA 19085

Activity # 50

Subject Area: Mathematics

Grade Level: 1st-4th

Title: "Time Telling"

BEHAVIORAL OBJECTIVES:

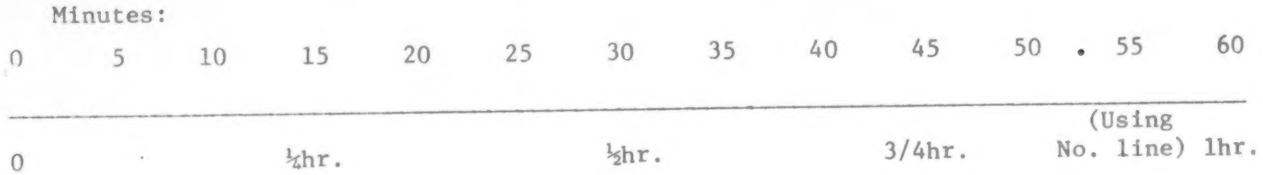
6.06 The students will display their understanding that success in different careers depends on many factors.

*Capsule Activity Description:

The students will learn that all careers are based on time, no matter what kind of career they nay choose.

ACTIVITY

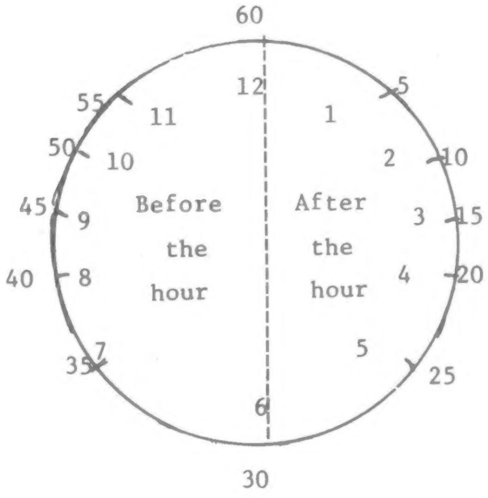
The student must be taught the clock measures the passing of time. It measures time in units of hours, minutes, and seconds.


Minutes:
0
5
10
15
20
25
30
35
40
45
50
55
60
0
¼hr.
½hr.
3/4hr.
(Using No. line)
1hr.

1. Make a circle from the number line.
2. Place hands and numbers on it.
3. After drilling the concepts for telling time, give each student a clock, have the student find a given hour, by moving the hour hand and the minute hand on the face of the clock. Start off time on the hour.

Now give the students sheets of math paper with clock faces. Have them draw the hands to tell time given by you.

Operation should be repeated from time to time until student learns to tell time.


60
12
1
5
55
11
50
10
2
10
45
9
Before the hour
After the hour
3
15
40
8
4
20
35
7
5
25
6
30

RESOURCES

Learning About Measurement, by Sylvia Horne

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by: DeLoris Smith
Frederick Douglass Elementary School, Philadelphia, PA
A Franklin Publication

Activity # 51

Subject Area: Math

Grade Level: 4 - 6

Title: Using one's interests for
planning and decision making

BEHAVIORAL OBJECTIVES:

5.08: Pupils will show development of a receptivity for new ideas and ability to explore new ideas.

5.09: Pupils will demonstrate their ability to use decision-making strategies and skills.

5.11: Pupils will show that they have learned that one's interests can be used to plan and make decisions.

*Capsule Activity Description:

Students will practice math skills by altering a cake recipe.

ACTIVITY

One class period

DAFFODIL GOLD CAKE

2 lbs., 8 oz. cake flour
1 lb., 6 oz. shortening
3 lbs., 2 oz. granulated sugar
1 oz. salt
1 3/4 oz. baking powder
4 oz. dry milk
1 lb., 4 oz. water
1 lb., 10 oz. whole eggs
12 oz. water
vanilla to taste

The above recipe is for a cake to be served at the home economics class party. It will provide one slice for each of the 15 students in the class to eat at the party, and one for each to take home. However, because the class has decided to invite extra guests, they agreed to double the recipe. Have students:

1. Write the new recipe for the larger cake.
2. Determine how many servings the larger cake will provide.
3. Decide how many guests the class can invite if each guest receives two slices of cake.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by: Sr. M. Barnes
Villanova University Teacher Corps Intern

Activity # 52

Subject Area: Math

Grade Level: Intermediate (4-6)

Title: Travel-Brochure Decimals

BEHAVIORAL OBJECTIVES:

2.12 The pupils will show development of an understanding of how Communications, mathematics, science, and social studies are used in selected occupations.

4.02 The pupils will demonstrate acquisition of basic money management skills.

4.03 The pupils will demonstrate acquisition of basic consumer skills.

5.09 The pupils will demonstrate their ability to use decision-making strategies and skills.

6.08 The pupils will show familiarity with process skills and techniques of problem solving.

RESOURCES

Community Contacts:

Guest Speaker: Eastern Airlines
Philadelphia International Airport
Philadelphia, PA

Initial Contact: Mr. Robert Knotts
Philadelphia Station Manager
Resource Person: Mr. Joseph Mancuso
Supervisor

Free Information:

Any local travel agencies

World Wide Travel, free brochures
1327 East Darby Road
Havertown, PA

Other Resources:

Liberty Travel Inc., free brochures
1 East Lancaster Avenue
Ardmore, PA

Guest Speaker: American Airlines
Philadelphia International Airport
Philldelphia, PA

Contact person: Mr. Joseph Moody

*This activity has been designed and/or used successfully by: Sharon A. McCorkle
Villanova University, Teacher Corps
Villanova PA 19085

99

Activity # 53

Subject Area: Mathematics

Grade Level: 4th

Title: Mysterious Computer Age

BEHAVIORAL OBJECTIVES:

2.05 The children will show their recognition of the role of education in career and life goals.

2.10 The children will show awareness of the relationship between educational experiences and occupational tasks.

*Capsule Activity Desctiption:

Class will learn about the binary system (powers of 2) a type of computer, and relate this knowledge to work in computers.

ACTIVITY

1. Have children pick a number for 1-26 from numbers on chart. (Teacher is not to know what number is).
2. Then have children indicate in what colors their number is found. (Ex. 24 is in red and blue).
3. After all the colors where this number is found is indicated, the teacher will give the secret number. Most children will wonder how this is done. Demonstrate this procedure several times.
4. Then explain the key numbers and colors are found at the bottom left hand corner. They are 16 (red), 1 (purple), 8 (blue), 2 (yellow), and 4 (green). Show children how you simply add the numbers in these colors to get secret number. (Ex. 24= 16+8).
5. Explain binary system. Generate these numbers and a basic system on which simple computers are based.
6. Discuss what are computers, careers in computers, future need of computers, etc. How does computers affect our every day lives.

RESOURCES

Community Contacts:

1. Children can visit a computer center on area college campus (Temple, Villanova, etc.)
2. Have a representative from IBM or other computer company visit class to discuss careers in computers.

Free Information:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by: Shirley Scott and Bob Bernstein-Math Instructor for Mainland Institute.

Activity # 54

Subject Area: Math

Grade Level: 4

Title: "The Ins and Outs of Banking"

BEHAVIORAL OBJECTIVES:

2.12: The pupils will show development of an understanding of how communications, mathematics, science, and social studies skills are used in selected occupations.

3.02: The pupils will show their understanding of the variety and complexity of occupations and careers.

*Capsule Activity Description:

Students will develop an understanding of one of the functions of a bank teller. Using the weekly record of the number of customers served by local bank, the students will develop a bar graph and interpret the date.

ACTIVITY

1. Develop a bar graph from the following date:

Day	#Deposits	#Withdrawals
Friday	125	80
Monday	65	50
Tuesday	78	36
Wednesday	50	57
Thursday	38	92
Friday	140	72

2. Using graph, answer the questions.

   a) Which day the greatest number of deposits?
   b) Which day the least number of deposits?
   c) Which day the greatest number of withdrawals?
   d) Which day the least number of withdrawals?
   e) How many deposits were made during the week?
   f) How many withdrawals were made during the week?
   g) On the average, how many customers served daily?

RESOURCES

Community Contacts:

Have bank officer or bank teller from local branch come speak to children about banking.

Free Information:

Other Resources:

Practical Problems in Mathematics for Office Workers
Joan S. Briggaman

*This activity has been designed and/or used successfully by: Shirley Scott
Frederick Douglass Elementary School, Philadelphia, PA 19121

Activity # 55

Subject Area: Social Studies (Philadelphia)

Grade Level: 4th

Title: What's In A Name?

BEHAVIORAL OBJECTIVES:

5.02: The children will demonstrate their understanding that decision-making involves responsible action.

5.05: The children will show recognition of restrictions in the in the decision-making process.

*Capsule Activity Description:

The class learns why streets are named the way they are in Philadelphia and the procedure for street naming.

ACTIVITY

1. Present to class Inquirer article entitled "What's In A Name?--With City Streers, You Never Know" by Linda and Edgar Williams.

2. Discuss Penn's plan for naming streets
   a. all principal east-west street, except for High Street (now Market Street) be named after trees.
   b. Streets should not be named to glorify family names.
3. Streets named after streams, saints, seasons, states, schools, political figures, etc.
4. Present day rules for street naming
   a. If new street a continuation of old one, must take that name.
   b. If a brand new street, the developer of new residential area must submit a name for approval by the City Plans Unit in the Bureau of Surveys and Design of the Streets Department. When name is approved, an ordinance designating street's official name is drawn up for passage by City Council. If council approves, the ordinance must be signed by mayor.
5. Have children investigate types of occupations represented on Board of Surveyors, City Council, mayor, developer, and learn job requirements for each.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by: Shirley Scott
Frederick Douglass Elementary School, Philadelphia, PA 19121

Activity 56
Subject Area: Math
Grade Level: 4
Title: Money! Money! Money!

BEHAVIORAL OBJECTIVES:

3.23 The pupils will show recognition of the role of present school experiences in preparation for future career performance.

2.14 The pupils will show development of greater understanding of how and why reading, writing, number skills, and science are used in most jobs.

*Capsule Activity Description:

Using Petty Cash Account, the students will relate addition and subtraction of money skills to the functions of bookkeeper and/or accountant.

ACTIVITY

Voucher #	September	October	November	December
1	$1.12	$2.26	$7.24	$4.30
2	4.00	1.98	4.13	9.00
3	2.40	6.20	6.05	2.60
4	7.80	3.09	2.30	5.20
5	1.83	4.10	8.80	1.83
6	5.40	6.60	2.40	1.77
7	8.40	8.00	9.40	3.14
8	3.89	2.08	5.20	8.91
9	7.60	3.05	1.05	5.21
10	9.35	5.60	6.00	3.80
Totals	$	$	$	$

a. Find the total spent each month.
b. How much less was spent in December than was spent in September?
c. How much more was spent in November than was spent in October?
d. In which month was the least spent?
e. In which month was the most spent?
f. What is the difference between the most expensive and the least expensive month?

RESOURCES

Community Contacts:
Ask clerk from local establishment for petty cash receipts to do similar activity.

Free Information:

Other Resources:

Practical Problems in Mathematics for Office Workers
Joan S. Briggamon

*This activity has been designed and/or used successfully by: Shirley Scott
Frederick Douglass Elementary School, Philadelphia, PA 19121

107

Activity # 57

Subject Area: Math

Grade Level: 4

Title: "It Pays to Advertise"

BEHAVIORAL OBJECTIVES:

3.23 The pupils will show recognition of the role of present school experiences in preparation for future career performance.

2.14 The pupils will show development of greater understanding of how and why reading,writing, number skills and science are used in most jobs.

*Capsule Activity Description:

Pupils will perform one of the tasks of classified ad clerk. They will determine the cost of each ad using the charts below. Reinforcement of multiplication skills.

ACTIVITY

Classified Ad Cost Chart

# of words	Single day cost per word	3 days cost per day	5 days cost per day
First 1-10	65¢	60¢	50¢
Next 11-25	49¢	44¢	39¢
Next 26-50	36¢	31¢	26¢
Over 50¢	22¢	17¢	12¢

Ads

Ad #	Total Words	# of Day	Cost
a. 101	72	5	$
b. 102	31	1	
c. 103	18	3	
d. 104	10	5	
e. 105	23	1	
f. 106	49	3	
g. 107	14	5	
h. 108	8	3	
i. 109	37	3	
j. 110	67	3	

RESOURCES

Community Contacts:

Free Information:

1. Take classified ads from local paper or Yellow Page to determine cost, using chart
2. Have children write ads for something they might sell. Determine cost.

Other Resources:

Practical Problems in Mathematics for Office Workers . Joan S. Briggaman

*This activity has been designed and/or used successfully by:

Shirley Scott, Frederick Douglass Elementary School, Philadelphia, PA

Activity # 58

Subject Area: Mathematics

Grade Level: Primary, K-5

Title:

BEHAVIORAL OBJECTIVES:

3.01: The children will display an acquisition of vocabulary for discribing the world of work.

3.10: The children will show awareness that people do different things at their work.

*Capsule Activity Description

Each pupil will be able to name three occupations in which mathematics is required.

ACTIVITY:

The teacher plans to read to the class about occupations.

The pupils cut out magazine pictures of people in different occupations and paste the pictures on a mural. They count the occupations they have found. The occupations on the mural are identified by nembers. The pupils take cards with numerals and match them to the numbers on the mural.

Each pupil is given three number cards. From the 15 to 20 occupations pictured on the mural, he or she should be able to name three.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

Books on careers
Old magazines
Butcher paper

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*This activity has been designed and/or used successfully by CA. State Dept. of Education, Sacramento, CA. 1977. Implementing Career Education Instructional Strategies Guide for Kindergarten Through Grade Twelve.

Activity # 59

Subject Area: Math

Grade Level: 1-6, M.G.

Title: Banking

BEHAVIORAL OBJECTIVES:

7.09 The children will demonstrate acquired skills, good work habits, and basic attitudes needed for success in completing tasks.

*Capsule Activity Description:

ACTIVITY

1. Discuss with class. "How Banks Help You."
2. Develop vocabulary words such as: interest laws, savings account, checking account protection, withdrawal account, etc.
3. Introduce the various signs used in banking: e.g., $, ¢, =, +. Give class a ten minute drill on adding dollars and cents. (A-1)
4. Discuss why it is safer for money to be in the bank than to hide it.
5. Discuss the various services of a bank. Fill in: signature card, deposit slip, withdrawal slip. Practice check writing.

Check Stub

Check No.	Date	Check Issued	Amount	Date of Dep.	Amt. Dep.	Balance

6. Use the information given and fill out check stub.
7. Have class open a checking account for a business.
8. Make a deposit of $500.
9. Write ten checks for this business, using up to $500.
10. Record each check written on a check stub and register.

RESOURCES

Community Contacts:

Name five banks in Philadelphia.
Invite a bank official to class.
Visit a neighborhood bank.

Free Information:

0184, 0025

Other Resources:

*This activity has been designed and/or used successfully by:

Jacqueline Taylor
Frederick Douglass
Elementary School
Philadelphia,PA 19121

Activity # 60

Subject Area: Math

Grade Level: 4 to 6

Title: Banker or Banking Practices

BEHAVIORAL OBJECTIVES:

4:02 The pupils will demonstrate acquisition of basic money management skills.

*Capsule Activity Description:

Students will sharpen their addition and subtraction skills with money. Students will appreciate the value of money.

ACTIVITY

Preparation for Activity:

Discuss the many functions a bank performs, focusing on depositing, withdrawal into savings and checking accounts.(One class period-45minutes)

Also show a film on banking--dealing with deposit and withdrawal of saving and checking accounts. (Assignment cards which will give students direction on how much they have in their account and how much to deposit or withdraw).

Activity:

Have students open a bank. Half the class will be banktellers and the other half will be depositors and withdrawers. The students will follow the assignment cards (depositors and withdrawers). The bank will have one thousand dollars divided between the banktellers and the depositors and withdrawers.

John Doe's Assignment Cards

Today's Date	Amount	Account No.#
3/18/81	$75. deposit	4538

Balance -- 535.
Today's Balance -- 610.

RESOURCES

Community Contacts:

Have one of the students' parents bring in their saving or checking accounts receipts or statements to discuss their particular banking practices with the class.

Free Information:

Any information a local bank may have available to the public.

Other Resources:

Have the class visit a local bank or have a bank manager come into the class.

Guest Speaker:

Mr. Lewis Long
Senior Banking Officer
First Pennsylvania Bank
Progress Plaza
Philadelphia, PA

Film

It's All Mine

*This activity has been designed and/or used successfully by: Kendal Kilpatrick Villanova University Teacher Corps Intern.

114

Activity # 61

Subject Area: Reading/Math

Grade Level: 4-6

Title: "Mail order"

BEHAVIORAL OBJECTIVES:

4.02 The pupils will demonstrate acquisition of basic money management skills.

4.03 The pupils will demonstrate acquisition of basic consumer skills.

*Capsule Activity Description:

Make list to order from Mail Order catalogues.

ACTIVITY

LARGE GROUP: Discussion: Introduce mail order catalogue - where do the catalogues come from? How do we pay for what we get? What if we don't like what we order? What is "Parcel Post?" Are some things cheaper by the dozen? Locating things requires use of index and alphabetizing. Ask children to solve some general problems - what page, auto supplies, books, jewelry? Use index to find and compare costs. This uses index skills and addition and subtraction or multiplication. Discuss relationship between price and quality and good buying practices (cash, charge, or check).

SMALL GROUP: Prepare order. Make transparencies or duplication copies from blank in your catalogues. Supply list you want children to order. Let children decide what they wish to order (at least 4 items but spend no more than $50.00). Do some exercises in Freight charges and taxation. Determine difference in cost for shipping "Railway Express, Local Delivery, or Customer Pickup." Have children pretend to receive an ordered item that failed to live up to the claims of the catalogue description (a garment that shrunk even though the catalogue said it wouldn't). Write letter to the company to complain and request some adjustment.

RESOURCES

Community Contacts:

Free Information:

Old Sear Roebuck Catalogues
Old Penney's Catalogue
Old Montgomery Ward Catalogue

Other Resources:

Newspapers, Magazines

*This activity has been designed and/or used successfully by:

Mary Kingdom, Friendship Central, Belmont, N.Y.

116

Activity 62
Subject Area: Mathematics
Grade Level: sixth
Title: Salesperson

BEHAVIORAL OBJECTIVES:

2.01: The students will give evidence of their understanding of the interrelationship between education and work.

*Capsule Activity Description: (45 minutes)

To practice subtraction skills have students use magazines or newspapers and collect examples of sale advertisements that list single-item sale and regular prices and paste on a sheet of paper.

ACTIVITY

1. Explain to students the importance of knowing how to add, subtract, multiply and divide in becoming a salesperson.
2. Provide the class with magazines or newspapers. Have them clip and palte on paper the part of each advertisement that lists the old and new prices. Then have them subtract the sale price from the higher and show their computations beside each example.
3. Use a drill in division. Have students find newspaer advertisements in which items are featured at som much per pound. Ask them to figure out how much a customer would pay for a pound, a quater pound, per ounce, and so on.

RESOURCES

Community Contacts:

Have a salesperson from the community speak to the class.

Free Information:

0328

Other Resources:

*This activity has been designed and/or used successfully by: Ruby Roper
Frederick Douglass School, Philadelphia, PA 19121

Activity# 63

Subject Area: Math/Home Econ.

Grade Level: Primary

Title: "Let's Work with Concrete
Problems"

BEHAVIORAL OBJECTIVES:

4.02- The children will demonstrate acquisition of basic money management skills.

4.03- The children will demonstrate acquisition of basic consumer skills.

*Capsule Activity Description:

Given a recent newspaper, students will demonstrate that they can compare the cost of groceries by participation in a buy-sell bargain - hunting exercise.

ACTIVITY

The teacher will explain to the group: You have a budget of $35.00 for a family of four to spend on an imaginary shopping trip. You may spend as much of the money for groceries as you think necessary. You may include cleaning supplies on your grocery list.

Procedure:

Regular classroom setting. Students supplied with a variety of newspapers.

The students will:

List grocery items and their cost.

Obtain a recent newspaper in which grocery ads from several supermarkets appear.

Make a list from this paper including the unit price and the total price of each item.

Total purchases and subtract from $35.00.

Have a partner be the clerk as you pay your bill, make sure the partner gives students the correct change.

A few items are included to get you started.

Good luck! Your shopping spree is just beginning.

No.	Item	Unit price	Price Per pound	Total Cost
1	Rice Krispie	.53		.53
1	Carrots	2/.29		2/.29
2 lb.	Bananas	.10		.20
5 lb.	Roast		1.09	5.45
2 gal.	Milk	1.10		2.20

Sears Catalog

How much would you pay for a pair of jeans, a shirt, and a pair of tennis shoes for a man? How much change would you receive from $10.00?

Buy any 3 articles of clothing for a woman or a girl. What is the total cost?

What would it cost to buy 3 things you could use in your home?

What change would you receive from a $5.00 bill?

What would it cost to buy 3 health and beauty side?

What is the total cost of a toy, a box of envelopes, and a sewing chest?

EVALUATION:

Level of Performance:

Children will be able to answer the following questions:

Can you find the total amount you spent in the Sears Catalog?

RESOURCES

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by:
Watertown Independent School District # 1, South Dakota

Activity # 64

Subject Area: Mathematics/Guidance

Grade Level: Primary

Title:

BEHAVIORAL OBJECTIVES:

1.02: The children will demonstrate the attainment of a vocabulary of self-characteristics.

1.03: The children will demonstrate their understanding that personal characteristics can sometimes be changed.

1.06: The children will display the understanding that each child is unique and special.

*Capsule Activity Description:

The pupils will be able to identify how their interests, abilities, and attitudes differ from those of their friends.

ACTIVITY

The instructor plans to ask the pupils to bring in baby pictures of themselves. They will describe how they resemble or differ from others-then and now. The teacher plans a mathematics lesson using the number line and prepares materials for the activity described.

Using the number line, the pupils make a long line on a large sheet of paper or on rolled paper. (A roll of paper such as that used on adding machines is best.) At five intervals they draw pictures of things that interest them. This activity can have many variations using concepts of mathematics. Each pupil compares the number line of interests with that of a friend to see how many ways they differ.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

Number line
Several rolls of adding machine tape
Crayons

*This activity has been designed and/or used successfully by California State Department of Education, Sacramento, CA 1977.
Implementing Career Education Instructional Strategies Guide for Kindergarten through Grade Twelve.

Activity # 65

Subject Area: Mathematics

Grade Level: Primary

Title:

BEHAVIORAL OBJECTIVES:

2.14: The children will show recognition that a relationship exixts between learning and performing various tools.

6.10: The children will be able to identify various tools that are used to complete tasks.

*Capsule Activity Description:

The pupils will be able to demonstrate the use of metric measurement, describe how it is used in everyday life, and relate its use to the world of work.

ACTIVITY

The teacher develops a unit on metric measurement. A local auto dealer is requested to present a discussion of problems related to the maintenance of foreign cars. Pupils learn how metric measurement is used in the auto industry. Pupils can bring their bicyles to the classroom for metric measurement exercises.

The pupils study the metirc system. They discuss the use of metric measurement in industry. Questions are developed for discussion with an auto dealer. Bicycles will be examined for parts that have metric measurements.

The pupils are given a test on the use of the metric measurement system. The teacher observes and evaluates the class discussion.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

Textbook, metric measuring instruments, metric tools

*This activity has been designed and/or used successfully by: CA State Dept. of Education, Sacramento, CA 1977. Implementing Career Education Instructional Strategies Guide for Kindergarten through Grade Twelve.

Activity # 66

Subject Area: Mathematics

Grade Level: Primary

Title:

BEHAVIORAL OBJECTIVES:

2.01: The children will evidence of their understanding of the interrelationship between education and work.

2.03: The children will show awareness of multiplicity of skills and knowledge in education.

6.10: The children will be able to identify various tools that are used to complete tasks.

*Capsule Activity Description:
The pupil will demonstrate an understanding of the basic skills of carpentry.

ACTIVITY

The teacher plans the building of a small house in the classroom. The pupils interview parents and neighbors. The mathematics, science, and language art activities are related to construction skills.

Pupils learn how to use the basic tools of carpentry and practice the various skills in building a house. Construction industry volunteers, parents, and teachers could assist in the more complex tasks. The house when completed can be used as an independent study center. The pupils use cassette recorders to interview parents, neigbors, and others about the various aspects of the building trades.

Each pupil selects an occupation in construction and finds out as much as possible about it. The pupils can interview each other with cassettes, asking the same questions that they had asked their parents and neighbors earlier. The process is the important thing at this level. The class can tour the school plant and list all the tasks that have involved occupations in construction.

Pupils are given pretests and post-tests on the identification of different construction jobs. These tests can be oral or written.

RESOURCES

Community Contacts:

Free Information:
0120
0250

Other Resources:

Presentations by contractors, carpenters, and other construction workers
Building manuals
Basic hand tools

*This activity has been designed and/or used successfully by
CA State Dept of Education, Sacramento, CA 1977. Implementing Career Education Instructional Strategies Guide for kindergarten through grade twelve.

Activity # 67

Subject Area: Math

Grade Level: Primary or
Intermediate

Title: "Reading Classified Ads"

BEHAVIORAL OBJECTIVES:

Primary:

3.04 The children will be able to identify the various school workers and the characteristics of their jobs.

3.06 The children will show recognition of the interdependence of family members as workers in the home.

3.07 The children will show understanding of how the performance of some occupations meets the needs of the community.

3.11 The children will show awareness of work that is performed in their environment.

Intermediate:

3.04 The pupils will be able to identify the many types of work in the community and the characteristics of the various occupations.

3.06 The pupils will be able to show their understanding of the interdependence of occupations to fulfill the goals, needs, and functions within a community.

3.07 The pupils will observe the way in which occupations are interdependent in fulfilling community needs and goals.

3.11 The pupils will show awareness of the variety of jobs in the community and region.

*Capsule Activity Description:

Students practice graphing skills and better understand variety and complexity of occupations by investigating the classified ads.

ACTIVITY: (up to 10 class periods)

Take a survey of the jobs available in the community by examining the classified ad section of the newspaper for a two week period. Make a transparency of the newspaper section and place it on the overhead projector so the whole class can view the Help Wanted ads. Discuss the qualifications and characteristics of each occupation, recognize any similarities in the occupations, and note whether the occupation is designated for males, females or both. Next determine the availability of jobs by charting the occupations on a graph. At the end of the two week period, the class should be able to tell what occupations are available in the community by looking at the frequency chart.

Supplementary Activities:

1. Chart the availability of occupations during various seasons of the year and compare.
2. Use several newspapers to determine what occupations are available in different communities.
3. Compare the classified ads section of newspapers in terms of a rural community vs. an urban area.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by:

PA. Department of Education

Activity # 68

Subject Area: Mathematics

Grade Level: Primary/Intermediate

Title:

BEHAVIORAL OBJECTIVES

3.01: The children will display an acquisition of vocabulary for describing the world of work.

3.10: The children will show awareness that people do different things at their work.

*Capsule Activity Description:

Shown photos or pictures of ten occupational roles, each pupil will be able to identify at least three.

ACTIVITY

The Teacher prepares ten large tagboard posters with pictures showing various types of occupations. Cards numbered 1 to 10 also will be prepared. This will be a teacher-directed activity.

The pupils play a game called "Hot Spot." The numbers are scattered on the floor. When the teacher calls an occupation, the pupils look at the charts and run to the number on the floor that matches the occupation. The children develop number recognition and career awareness simultaneously.

Given a dittoed sheet, each pupil should be able to identify at least three of the ten occupations shown and to write the correct number by that occupation. The evaluation by the teacher will include verbal questioning of the pupils.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

Large tagboard
Old Magazines

*This activity has been designed and/or used successfully by

CA State Dept. of Education, Sacramento, CA 1977. Implementing Career Education Instructional Strategies Guide for Kindergarten Through Grade Twelve.

Activity 69
Subject Area: Music
Grade Level: Primary
Title:

BEHAVIORAL OBJECTIVES:

3.11: The children will show awareness of work that is performed in their environment.

8.10: The children will show awareness of the varieties of art--e.g., dancing, painting, sculpture and music.

8.11: The children will participate in the arts.

*Capsule Activity Description:

The pupils will develop an appreciation of the works of people in the field of music and a positive attitude toward the contribution of music to various cultures.

ACTIVITY

The teacher provides books, films and slides that contain biographical material on people in the music world. Records and tapes of music from various cultures are also used.

The teacher researches those cultures that have had specific music patterns. The class listens to the songs of the field worker, the range cowboy, the riverboat worker, and the like. The pupils learn the songs and disucss the balue of music to the workers.

The pupils read, view or hear about the works of various musicians and relate these to individual cultural patterns.

Each pupil should become familiar with rhythms, games and songs from various cultures and be able to discuss the similarities and differences of music from various countries.

Besides aprticipating in group vocal activities, the pupils can listen to records of some of the music that has evolved from the working songs of past years and of other cultures. They can discuss the feelings they have when listening to these records.

The teachers observes pupils as they participate in discussions after listening to records and tapes of music from various countries and cultures.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

- Books
- Films and slides
- Records and tapes

*This activity has been designed and/or used successfully by

CA State Dept of Education, Sacramento, CA 1977. Implementing Career Education Instructional Strategies Guide for kindergarten through grade twelve.

Activity # 70

Subject Area: Science

Grade Level: 1st

Title: What is Energy?

BEHAVIORAL OBJECTIVES:

2.01: The children will give evidence of their understanding of the interrelationship between education and work.

2.03: The children will show awareness of multiplicity of skills and knowledge in education.

2.14: The children will show recognition that a relationship exists between learning and performing various tasks.

2.15: The children will show recognition that learning helps them to do things for themselves.

*Capsule Activity Description:

This lesson develops an understanding of what energy is. It focuses on the fact that in order to have heat and motion, you have to provide energy.

ACTIVITY

This short lesson introduces the first grader to the nature of energy-- the flow of energy through the food chain-- is handled in a way children of this age can comprehend. The chemistry of burning-- utilizing fuel, oxygen, and heat-- is presented in simple experiments that children perfrom, e.g., jumping, running, etc.

In addition, we see this lesson as one that helps to clarify the sometimes difficult concept that energy is used to heat, light, and move things. The classroom radiator can be used to demonstrate motion energy as heat.

Have children run around the outside school field or skip around the room until they begin to tire. Ask: How do you feel? Why do you feel warm and tired? (You feel tired because you have been using a lot of energy. You used energy in your body to move and feel warm.)

Have students put a finger in their mouths, or put a hand under their clothes on their stomach, or under their arm. How does it feel? Help children understand our body is constantly using energy to help us keep warm, move, and grow.

Let's look around the room. Who sees something in the room that moves or makes us warm? (Clock, radiator, bell.) Have a volunteer go to a conductor of heat and put his/her hand just above it. Ask: Can you tell the class what you feel, or what you might feel, if the heat were on? What do you think is making the air move or feel warm? (Energy)

We have heat in our bodies. The radiator has heat. Is there anything else in our room that gives off heat? (Lights should be suggested.)

Clarify some beginning ideas about the nature of energy by leading a discussion. You might begin by saying: There are many things in the world that we know are there, because we see them. But there are some things we cannot see. Energy is one of those things. How do we know energy is there? Who can tell me a way? Children will probably suggest some of the following: (a. We can run and jumb. b. The radiator feels hot. c. The light fixture has light and heat.)

Now close your eyes tight and imagine: If you could see energy, what would it look like? Now open your eyes and tell me what you saw. (Accept any answer the children give, since this question asks for an imagnative interpretation of the appearance of energy.) Ask children to close their eyes again and to imagine what energy feels like. (Accept all responses, but conclude the lesson with the idea that energy produces heat and motion.)

RESOURCES

Community Contacts:

Free Information:

Other Resources:

This activity has been designed and/or used successfully by: National Science Teacher Assn., Washington, DC

Activity # 71

Subject Area: Science

Grade Level: 1st

Title: Each Person Is Different

BEHAVIORAL OBJECTIVES:

1.02: The children will be able to identify their individaul self-characteristics.

1.12: The children will recognize the role of each family member, and that individual task performance is part of effective family membership.

*Capsule Activity Description:

A series of three activities designed to create an awareness of individual differences.

ACTIVITY

1. Discuss differences of individuals.

   a. are all people alike?
   b. are you like other members of your family?
   c. how are you different?

In concluding discussion of differences emphasize the difference even in one's hand and fingerprints. Discuss the people who work with fingerprinting and why. Select a team of experts, teach them how to take a print of each student.

Fingerprint black: Mix a few drops of oil paint with one or two measures of powdered charcoal. Another way is to make a paste of two measures of powdered charcoal and one measure of something greasy, such as cold cream, or oleo-margarine. Mix the paste well and spread out a little bit on a peice of smooth paper. Make a very thin layer.

The fingerprint experts will compare prints and point some out to the class. (Students will need close supervision and guidance.)

2. Discuss living and non-living things in reference to seeing and hearing.

   a. do all living things see? hear?
   b. do all living things have eyes? ears?
   c. do all people see? hear?
   d. what are some causes of blindness? deafness?
   e. Does someone special check your eyes and ears? (school nurse, doctor)

3. During the duration of study of unit one have role playing of the school nurse and/or doctors - such as ophthamologist and an otolaryngologist. Students may share role playing activities in order that each student may be a patient having his ears and eyes checked.

3. (con't)

Equipment may include:

a. uniforms from old white shirts with collars cut off and worn backward. Caps made from construction paper.
b. Audiometer - several sound objects behind a shield of cardboard or small curtain.
c. Eye chart - made on the order of a Snelling Chart but using pictures instead of letters.
d. Glass frames - either discarded ones or make some from construction paper.

4. To reinforce seeing likeness and differences, use groupings of pictures, some alike and some different; as mixing types - a group of animals may have a fish or fruit. A variety of pictures may include: animals, birds, fish, plants, fruit, insects vegtables, toys transportation.

5. The same list may be used to determine sounds. Some may be used for taste, smell, and feel. It would be better to provide as many real life objects as possible for all senses.

6. Discuss classification as being a responsibility of a scientist at work.

CAREERS: Fingerprint specialist, detective, medical workers, scientist.

RESOURCES:

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by: The Pulaski County Special School District, Arkansas

Activity # 72

Subject Area: Science

Grade Level: 2nd

Title: You and Plants and Animals

BEHAVIORAL OBJECTIVES:

1.02: The children will demonstrate the attainment of a vocabulary of self-characteristics.

1.04: The children will give evidence of the development of a positive self-image.

1.06: The children will display the understanding that each child is unique and special.

1.12: The children will recognize the role of each family member, and that individual task performance is a part of effective family membership.

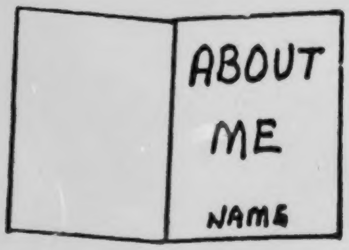
*Capsule Activity Description:

To develop an awareness and knowledge of how man is dependent upon animals and plants and job related to man's care and raising of both.

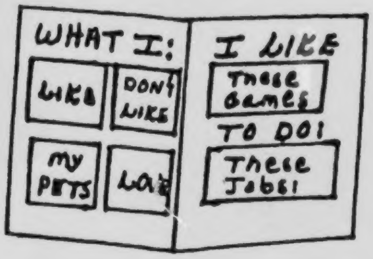
ACTIVITY

1. To see how children feel about themselves, allow them to make an "About Me" folder. In the pockets each may use cut-out pictures or write statements. Use a manila folder or large sheet of construction paper folded.

Outside



Inside



2. Talk about how people use thinking, decision making, and recall to help in daily living and work.

3. Discuss work. Do plants and animals have the ability to secure needs for slef?

4. Encourage students to bring pictures of things man can do that animals cannot do.

5. Assist students' thinking about people with handicaps. What are some handicaps which causes inabilities normal to others.

6. Take a look at food preservation over a long span of time-how methods of preserving have changed during the past 200 years. Some methods are: salting, drying, canning, freezing, banking/burying in soil and straw. NOTE: A very effective way of presenting this information to the class would be to invite a senior citizen to talk with the class about food preservation changes.

7. Place a list of animal names on the chalkboard. Have students either draw the animal or write each animal's name below the correct heading: "ZOO" "WILD" "PET" "FARM". This can be used as seatwork.

8. From the pictures of animals students brought to class, have each select a picture of an animal he would like to be, decide what he could be trained for and act out that particular role. Examples are:
Horse - rear on back legs, count by stamping foot, open a simple latch.
Dog - jump through a loop, play dead, roll over.
Chicken - ring a bell.
Parrot - roller skate.
Dolphin - skateboard, catch loop, jump through loop.
Elephant - dance.
Goat - dance on hind legs.
Duck - play piano, drum, guitar; pull weeks from flower garden.
Pig - pump water.

NOTE: Some of these activities are performed by animals at Animal Wonderland. Show slides of Animal Wonderland.

9. Ask students if they think animals have dreams as people do. Suggest that each pretend he is a certain animal and dreamed while sleeping. If the children wish to share, allow each to do so. Students who do not want to participate in this pretend game may act as audience.

RESOURCES

Community Contacts:

Free Information:

Other Reources:

*This activity has been designed and/or used successfully by: The Pulaski County Special School District, Arkansas.

Activity # 73

Subject Area: Science

Grade Level: 3

Title: Making Use of Sound

BEHAVIORAL OBJECTIVES:

5.04: The children will show their knowledge that external factors affect the decision-making process.

*Capsule Activity Description:

Students are alerted to the sounds around them.

ACTIVITY

As students think of different sounds, list them on the board. The list may include the following. Briefly discuss these topics and ask for volunteers or make assignments. Each student or small group will work on the topic, listing as many different sounds as they can think of.

Sounds which should alert us to danger, to safety: police whistle, car horn, train whistle, railroad crossing signal, fire alarm, police or ambulance siren, outcry from a person, (list others).

Sounds to enjoy in silence: music, rustle of leaves, (list others).

Sounds to avoid-harmful to ears: jack hammer, jet, up close, extremely loud music, (list others).

Sounds which changes mood: Music, (list others).

Sounds at school: talk, music, play, crying, furnace, air-conditioner (list others).

Sounds at home: talk, signing, music, play, cooking, crying, motors, furnace, telephone, (list others).

Night sounds: (list).

Camping sounds: (list).

Sounds of work being done: (list).

Sounds of the city: (list).

Sounds of the farm: (list).

RESOURCES:

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by: The Pulaski County special school district, Arkansas.

Activity # 74

Subject Area: Science/Social Studies

Grade Level: 4 -6

Title: "Wind and Water Power"

BEHAVIORAL OBJECTIVES:

2.01 - The pupils will give evidence of their understanding of the interrelationship between education and work.
2.14 - The pupils will show development of greater understanding of how and why reading, writing, number skills, and science are used in most jobs.
7.08 - The pupils show development of communication skills by following directions and directing others in completing tasks.
7.09 - The pupils will demonstrate acquired skills, good work habits, and basic attitudes needed for success in completing tasks.

*Capsule Activity Description:

Through this activity students understand how wind and water are used as a source of energy by constructing and using a pinwheel to use as a means for observinc how air and water are used as a force for moving objects, and by providing an opportunity for students to test their ability to use the Scientific Method of Investigation.

ACTIVITY

Students will follow step-by-step printed to construct a pinwheel.

Given instructions on using the Scientific Method of Investigation, students will experiment with the pinqheel. The group will list facts that they may use to establish an hypothesis for using water or wind as an energy source.

Given the following criteria, each student will evaluate his/her pinwheel to assess his/her ability to follow directions.

1. Did you cut a square?
2. Did you fold the square from corner to corner?
3. Did your cuts stop before you reached the center?
4. Did you fold every other corner evenly and fasten with a paper fastener?
5. Did you attach the folded paper to a stick?

Discuss the following concepts: muscle power, water power, wind power, animal power, force, energe, grind, millstone.

Construct a pinwheel.

Use the pinwheel in water to move light objects.

Use the pinwheel outside to see if wind can create energy. Use an electric fan inside to make other observations.

Divide class into "Investigation Groups"

Have each group list the facts that were observed during the Wind and Water experiments.

Based on the facts, a class hypothesis will be made.

Pre Test

Elicit from group:

1. Ways in which energy is produced.
2. Why do we need energy?
3. What is meant my muscle, power, animal power, wind power, water power?

Post Test

Complete a properly functioning pinwheel.
List four hypotheses.
Answer the following question in paragraph form:

"Can we depend on using wind as a chief cource of energy?"

RESOURCES

Community Contacts:

Free Information:

Other Resources:

Science Text
Worksheet
Electric Fan
Scissors, rulers, manila tag, pins, paper fasteners and lollipop sticks.

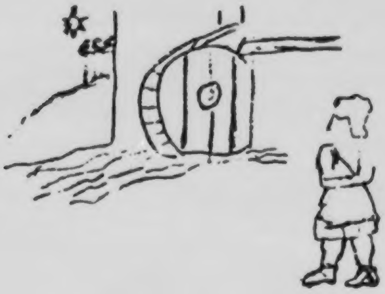
*This activity has been designed and/or used successfully by Mary Schuck Kinsey School, Philadelphia School District, Philadelphia, PA.

What is wrong with depending on the wind as a chief source of energy?

____

____

____

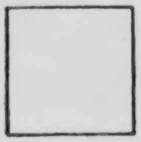


About 400 years after the Egyptians sailing vessels were used, the ancient Greeks learned to use another energy force. It was the force of moving water. The motion of flowing water can push things just as the wind can. Water power was the first used for water wheels which are attached to the upper millstone of a flour mill. As the water wheel turned, the millstone turned and the flowing water did the work of grinding a farmer's flour.

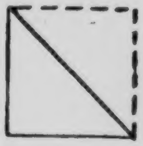
Use some mental energy:

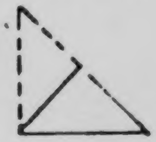
Construct a windmill out of cardboard or oak tag.

1. Cut a square of paper

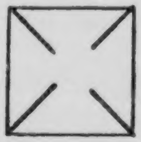


2. Fold this like this - and this

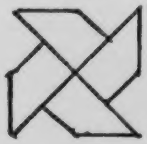




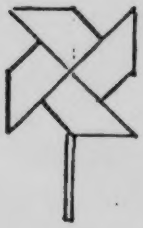
3. Open and cut on folds in toward the center



4. Fold in every other corner and fasten with paper fastener



5. Attach to a stick



NEW WORDS:

The new words you learned are:

1. muscle power
2. animal power
3. wind power
4. water power

Activity # 75

Subject Area: Science

Grade Level: 5 - 6

Title: Weather Forecasting

BEHAVIORAL OBJECTIVES:

2.12 - The pupils will show development of an understanding of how communications, mathematics, science, and social studies skills are used in selected occupations.
6.03 - The pupils will recognize the materials, processes, and tools of occupations.
6.07 - The pupils will plan tasks considering necessary time, tools, and materials needed to complete the tasks.
6.10 - The pupils will show awareness of expertise that is needed to use tools, equipment, and materials.

*Capsule Activity Description:

Students become aware of the duties and responsibilities of a weather forecaster and understand the importance of the Science of meterology through this activity.

ACTIVITY

Given instruction on weather symbols and how to read a weather map, the student will be able to explain the weather from a newspaper or television weather map.

Students will be able to do one of the following:

Keep a daily weather map
Construct weather instruments
Forecast weather
Plan a mock weather broadcast for radio or television

As a result of a series of activities, students will list five duties and instruments used by a weather forecaster.

As a result of a series of activities students will be able to demonstrate their ability to use a weather map and interpret symbols listed for a bradcast.

Weather Map

Collect money to buy the newspaper.
Use the paper's index to find the weather map.
Change the symbols daily on the weather map.
Act as a forecaster and give a daily weather report.
(Each student will have an opportunity to portray the role.)

Weather Instruments

Make and calibrate a theromoter
Make a weather vane
Make a velocity guage

Weather Forecast

Identify and analyze the jobs involved in a television and radio broadcast.
Volunteer for jobs (manager, broadcaster)
Present the broadcast.

RESOURCES:

Community Contacts:

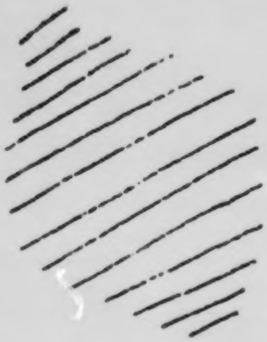
Free Information:

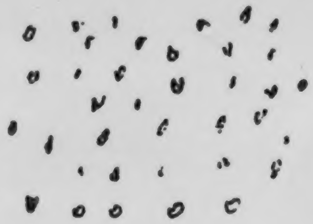
Other Resources:

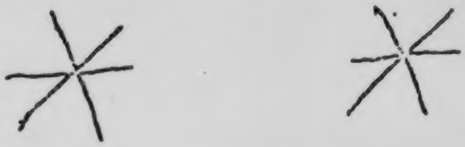
*This activity has been designed and/or used successfully by David Robinson McKinley School, Philadelphia School District

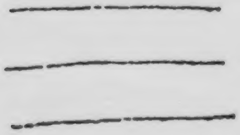
Post -Test

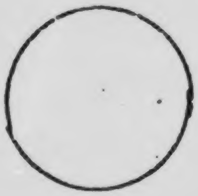
In the post-test evaluation, the student will also be asked to identify the following weather symbols.

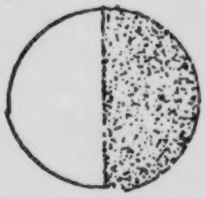


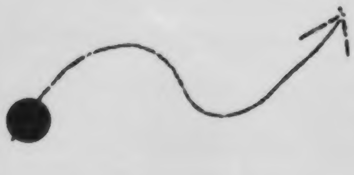


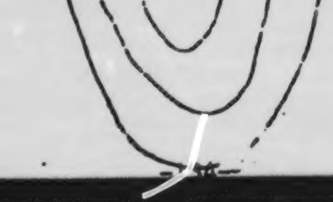


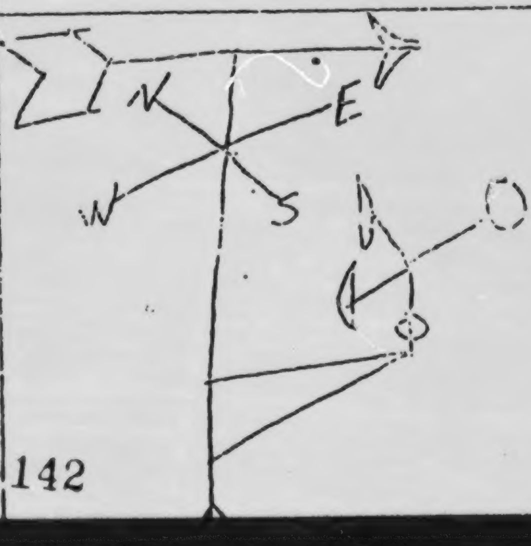












Activity # 76

Subject Area: Science

Grade Level: Primary

Title: "Working Atmospheres"

BEHAVIORAL OBJECTIVES:

3.01 The children will display an acquisition of vocabulary for describing the world of work.

3.02 The children will display their understanding of the variety and complexity of occupations and careers.

6.02 The children will display development of good work attitudes.

6.03 The pupils will recognize the materials, processes, and tools of occupations.

6.04 The pupils will recognize the materials, processes, and tools of occupational clusters.

6.05 The pupils will discover that workers bring dignity and worth to their jobs.

*Capsule Activity Description:

Provide students with an opportunity to learn more about the world of work through their senses of hearing, touch and smell.

ACTIVITY

Play recorded sounds associated with various jobs. Ask the children to name jobs where these sounds would be heard.

Next, ask the children to shut their eyes. Pass around tools, materials, or equipment associated with various jobs for the children to feel while their eyes are closed. Let them guess what they felt. Afterwards, show them the objects passed around and discuss who uses them and why.

Thirdly, give the students an opportunity to use their sense of smell. Place substances with distinct aromas (perfume, vinegar, leather, etc.) in separate containers. Ask the children to shut their eyes and then ask them to identify each substance by smelling it. Discuss jobs where a person would work with these substances. Be certain that the substances you choose to smell are not harmful. Therefore avoid glue, medicines, gasoline and bleach.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

Childcraft - The How and Why Library. Fifteen volume set. Links home, school and community. Photographs and illustrations. Cost: $89 (estimate) Field Enterprises Educational Corporation.

*This activity has been designed and/or used successfully by
Pennsylvania Department of Education

Activity: # 77

Subject Area: Science

Grade Level: Primary

Title:

BEHAVIORAL OBJECTIVES:

2.01: The children will give evidence of their understanding of the interrelationship between education and work.

2.10: The children will show awareness of the relationship between educational experiences and occupational tasks.

*Capsule Activity Description:

The pupils will be able to tell what special training a scientist must have.

ACTIVITY:

The instructor invites a secondary school student who is interested in becoming a scientist to conduct an experiment in the classroom.

The pupils observe the experiment. If it is not dangerous, they can get involved. They interview the secondary student regarding his or her career goal. (In the interview the secondary student should bring out the special training a scientist must have and how a good general education is a necessary found-tion for future specialized training.)

Pupils list three areas of specialized training a scientist must have.

RESOURCES

Community Contacts:

Free Information:

0033
0059
0058

Other Resources:

Science Text

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*This activity has been designed and/or used successfully by California State Department of Education, Sacramento, CA 1977. Implementing Career Education Instructional Strategies Guide for Kindergarten through Grade Twelve.

Activity # 78

Subject Area: Science

Grade Level: 1st

Title: Energy From Food

BEHAVIORAL OBJECTIVES:

1.14: The children will be able to identify responsiblilites that they have to themselves--e.g., to perform to the best of their abilities both in and out of school.

2.05: The children will show their recognition of the role of education in career and life goals.

4.10: The children will display awareness of the necessary preparation that is required in order to perform certain tasks.

*Capsule Activity Description:

This lesson develops the children's understanding that food is one of the sources of energy.

ACTIVITY

Food energy is found in nutrients (proteins, carbohydreates, fats, etc.) Energy is released into the bloodstream during the process of digestion. Sugar is released faster than the other food elements, but it is not the most nutritional. Food energy is measured in calories.

An introductory type of activity would be to ask the children to look at the grains in the bowls. After a few minutes, ask them to describe each kind. What color is wheat (corn, oats, etc)? How big are the ceral grains? Which are big? Small? What does wheat (corn, oats, etc.) feel like? Would you want to eat them? Do you sometimes eat them? Do you know what kind of grain each one is? (Help them to identify each one.) In what form do you eat this grain? (wait for someone to suggest breakfest cereal, then place breakfest cereal boxes on the table letting children match each cereal with the grain it is made form.) Most cereal boxes have the grain illustrated. The World Book Encyclopedia has pictures of grains.

Develop the lesson by asking: Do you eat cereal in the morning? Why do you eat it? (Gives energy.) What other foods give energy? (Let them name several different foods.) When you eat food, do you think about how your body changes it into energy? What do teeth do to food? (break up the food into smaller pieces.) Where in our bodies do changes take place? (mouth, stomach.) Show me where your stomach is. What happens to food in there? (That is where the food gets changed to chemicals that go to the cells all over your body, where it is changed into energy). Then say: Find your heart, and feel it beat. You will need to remain very quiet. When you feel it beat, stand up. Conclude this part when most of the children are standing. Then say: Let's do some jumping jacks together. Do at least ten. Now sit down and find your heart again and feel it beat. Is it beating slower or faster than before? Did you use more food energy when you were jumping? When you use up most of the food energy your body has stored, what do you think happens? (You feel hungry, and you know it is time to eat again.) Pass out newsprint folded in half, crayons, and pencils. Say: Think about your favorite food. On the left side of paper, draw a picture of yourself eating your favorite food. On the right side of the paper, draw something you can do with the energy from that food. (Run, jump, etc.) If you can, write a sentence about your pictures. (Use the pictures for a bulletin board or language experience chart, or let the children take them home.)

RESOURCES

Community Contacts:

Free Information:

Other Resources:

Pencils. paper, crayons, seed samples of wheat, oats barley, rice, corn, millet--each in a separate bowl. Processed cereals: Buckwheat, grapenuts, shredded wheat, puffed rice, cheerios, cornflakes, rolled oats. (choose three or four from each group if you cannot get them all.)

*This activity has been designed and/or used successfully by: National Science Teachers Assn. Washington, DC

Activity # 79

Subject Area: Science/Communication

Grade Level: Elementary

Title: Weather Around Us (part I)

BEHAVIORAL OBJECTIVES:

2.01: The children will give evidence of their understanding of the interrelationship between education and work.

2.12: The children will show recognition that various occupations have different educational and training requirements.

3.01: The children will display an acquisition of vocabulary for describing the world of work.

3.07: The children will show understanding of how the performance of some occupations meets the needs of the community.

5.09: The children will demonstrate their ability to use decision-making strategies and skills.

*Capsule Activity Description:

The students collect information about the weather and role play a weather reporter.

ACTIVITY

Procedure: Have each student watch a TV weather report or listen to a weather report. Have students discuss their interpretation of the weather report and weather reporter. Have the students compare the style of the different type of weather reporters. Have the students discuss differences between watching the report on TV and listening to the weather report on the radio. Have students discuss their interpretations of the taped recorded weather report. Have students role play giving a weather report and discuss use of vocabulary and body style movement and how it effects the way the weather report was given. Have as many as would like an opportunity to role play the weather reporter. Have students discuss the vocabulary used when giving a weather report and discuss the importace of knowing the meaning of each of the vocabulary words.

Evaluation: Have students write how they felt about listening to weather reports, about role playing weather reporter. Have students write meanings for each of the weather vocabulary words used during the report.

vocabulary: evaporation, condensation, precipitation, temperature, moisture, rain, wind, drought, thunderstorm, lightning, snow, hail.

RESOURCES

Community Contacts:

Free Information:

0389

Other Resources:

Telephone, TV, Newspapers, Radio.

*This activity has been designed and/or used successfully by: Mrs. McNiell, Mrs. Coston, Douglas Elementary School, Philadelphia, PA

Activity #80

Subject Area: History/Science

Grade Level: 6

Title: "Working Through Time"

BEHAVIORAL OBJECTIVES:

7.03-Children will show recognition that society needs the labors of all people.

2.06-Pupils will recognize developmental processes that occur in and out of school.

*Capsule Activity Description:

Construct a Time-line for prehistoric times to modern times showing through art-work, the occupational activities of the people of their times.

ACTIVITY (ABOUT 25,000 YEARS)

Children will construct a time line through art work depicting activities of people through various stages of history. For instance: (1) Prehistoric, (2) Egyptian, (3) Greek, (4) Roman, (5) Middle Ages, (6) Exploration, (7) Founding of Philadelphia, (8) Independence for United States, (9) Civil War, (10) "Gay 90's", (11) World War I, (12) World War II, (13) Space Travel.

Children will find pictures or research materials which portray people's work activities in all historical epochs.

After pictures are put in chronology, dates (actual or approximate) will be assigned to each picture. children will be asked to write paragraphs on how a living was earned in each epoch.

Children will learn that just as people worked together in each age, so they are working together to construct the time line. For instance: Some will do research, others will write paragraphs, others will do art work, and still others will give verbal presentations.

A conclusion will be -- How do we constructively work together to earn our living today?

--Vocabulary will developed on--
- -Time
- -Historical Ages
- -Occupations
- -Verbs describing activities
- -Nouns describing tools

--Math will be developed on--
- -understanding A.D. and B.C.
- -Finding our "how many years ago"
- -understanding centuries

-Understanding--
Names (surnames) often show occupation, e.g., Wright, Smith, Cooper, Fowler, Pryor

RESOURCES

Community Contacts:

-Lessons at University Museum
-bringing in a word craftsman or potter--old ways
-bringing in an aero-space worker-new ways

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by: Melvin Metalits
Frederick Douglass Elementary School, Philadelphia, PA 19121

Activity # 81

Subject Area: Social Studies/Language Arts

Grade Level: Primary

Title:

BEHAVIORAL OBJECTIVES:

2.01: The children will give evidence of their understanding of the interrelationship between education and work.

3.06: The children will show recognition of the interdependence of family members as workers in the home.

4.01: The children will show recognition that society needs the labors of all people.

8.06: The children will show understanding of how leisure time can provide some rewards of work.

*Capsule Activity Description:

After exploring the changing world of work, each pupil will be able to list reasons for which a person may work.

ACTIVITY:

The teacher plans activities that develop an awareness of the different meanings work may have for individuals. The pupils and their teacher plan a class "hobby show."

The children can discuss activities which they do for fun and which adults do to earn a living; for example, playing ball, cleaning, cooking, typing, and taking pictures. The teacher may invite someone to show and discuss a hobby. At the hobby show a child can demonstrate what work is done to prepare material in relation to his or her hobby. The class can view filmstrips that show how hobbies may lead to a career.

The teacher shows pictures of people at work, and the pupils tell why they think the work is being done. Each child should identify at least three occupations and give three to five examples of avocations that can become vocations.

RESOURCES:

Community Contacts:

Other Resources:

School nurse
speakers
Health text
Film and Filmstrips

*This activity has been designed and/or used successfully by California State Department of Education, Sacramento CA 1977.
Implementing Career Education Instructional Strategies Guide for Kindergarten through Grade Twelve.

154

Activity # 82

Subject Area: Social Studies

Grade Level: Primary

Title: "What's My Line"

BEHAVIORAL OBJECTIVES:

3.01 The children will display an acquisition of vocabulary for describing the world of work.

3.02 The children will display their understanding of the variety and complexity of occupations and careers.

3.03 The children will show their understanding that occupations have varying characteristics and qualifications.

2.01 The children will give evidence of their understanding of the interrelationship between education and work.

2.03 The children will show awareness of multiplicity of skills and knowledge in education.

2.04 The pupils will demonstrate their understanding of the need for continuing education in a changing world.

*Capsule Activity Description:

Students will develop communication skills, and an awareness of various careers by playing "What's My Line"

ACTIVITY: 45 minutes (Use adults as guests if possible)

Adaptation of the television game, "What's My Line." Have each student select a particular occupation to be guessed by a panel of selected students. The panel may only ask questions which require a "yes" or "no" answer. Students may take turns being on the panel and assuming the "guest" role. For an added attration, invite a "Mystery Guest" to play "What's My Line." Blindfold the panel members before having the guest come into the room. Suggested Mystery Guests: school nurse, principal, art teacher, janitor, cook, librarian, etc.

RESOURCES

Community Contacts:

Invite workers from the community (parents of students in class, possibly) to be the "Mystery Guest" on "What's My Line."

Free Information:

0349

Other Resources:

*This activity has been designed and/or used successfully by

PA. Department of Education

Activity # 83

Subject Area: Social Studies

Grade Level: Primary

Title: "Happy or Sad"

BEHAVIORAL OBJECTIVES:

1.06 The children will display the understanding that each child is unique and special.

1.07 The pupils will show understanding of the expanding concept of self.

1.08 The students will display understanding that since each individual is unique, he/she is capable of unique contribution.

1.09 The students will be able to identify changes that they are undergoing as they continue to develop and mature.

*Capsule Activity Description:

By thinking about how different people react in different situations children develop a sensitivity toward and an acceptance of otheres, as well as a positive self concept.

ACTIVITY: One class period

Discuss the feelings: Happiness, sadness

Distribute dittoed answer sheets numbered 1-15. Each number on each answer sheet has a happy and a sad face drawn next to it.

Read a situation to the class. For instance, Tommy and Johnny are walking down the street. Tommy buys a candy bar and shares it with Johnny. How does Johnny feel? Circle the face that shows shows how Johnny feels with a yellow crayon. Circle the face that shows how Tommy feels with a blue crayon. (Both circles might be drawn around the same face.)

Continue with situation #2 corresponding to faces at #2 on the ditto sheet.

This activity can be used repeatedly using different situations each time the game is played.

RESOURCES

Community Contacts:

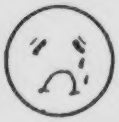
Free Information:

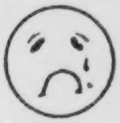
Other Resources:

*This activity has been designed and/or used successfully by

PA. Department of Education

158

1. 

2. 

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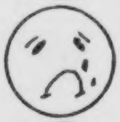
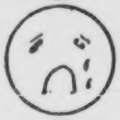
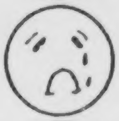
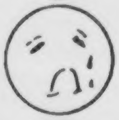
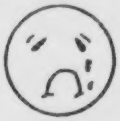
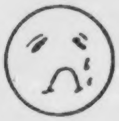
4. 

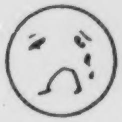
5. 

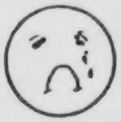
6. 

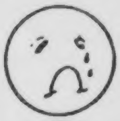
7. 

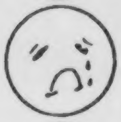
8. 

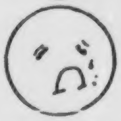
9. 

10. 

11. 

12. 

13. 

14. 

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Activity # 84

Subject Area: Occupations

Grade Level: 1-6 (M.G.)

Title: "What's My Line"

BEHAVIORAL OBJECTIVES (K-3):

3.11 The children will show awareness of work that is performed in their environment.

*Capsule Activity Description:

This activity will display an understanding of the variety and complexity of occupations and careers.

ACTIVITY

Class will develop a list of occupations. (at least 60)

Each student will classify these occupations into seven groups. The groups are: semi-skilled, skilled, technical, clerical and sales, paraprofessional, self-employed, supplementary. *Magazines and newspapers may be used to get occupations.

Give definitions of each:

1. Skilled
2. Semi-skilled
3. Clerical and Sales
5. Paraprofessional
6. Self-employed
7. Supplementary

Discuss each area before the class classifies the occupations.

Suggested Jobs

Semi-skilled

Tailor
Telephone operator
Telephone installer
Machine tool operator
Highway maintenance worker
Factory machine repairman
Railroad brakeman
Garment factory worker
Sheet metal worker

Skilled

Electrician
Meat cutter
Plumber
Telephone repairman
Plant foreman
Auto body repairman
Offset printer

Technical

Computer programmer
Respiratory therapist
Communications technician
Draftsman
Electronics Technician
Photographer

Clerical and Sales

Retail sales clerk
Coding clerk
Data Processing Clerk
Florist assistant
Bookkeeper
Bank Teller

Self-employment

Dressmaker
Clock repairman
Shoe repairman
Pet shop owner
Beekeeper
Farmer
Trucker
Bakery Owner

Supplementary

Woodworker
Recreation aide
Radio Announcer
Household worker
Baker
Fashion model

WORDS TO KNOW

RESOURCES

Community Contacts:

1. ManPower
2. PA.Employment Agency
3. Private employment agencies, etc.

Free Information:

Other Resources:

Neighborhood People who would fit within the seven labor groups.

*This activity has been designed and/or used successfully by:

Jacqueline Taylor
Frederick Douglass
Elementary School
Philadelphia,PA 19121

Activity # 85

Subject Area:

Grade Level: 1-4 M.G.P.

Title: Leisure time activities

BEHAVIORAL OBJECTIVES:

1.6 The student will display the understanding that each student is unique and special.

*Capsule Activity Description:

Students will be aware of the capabilities and limitations of individuals.

ACTIVITY

Class discussion on:

1. Discuss what kinds of personalities would work best at recreational activities? What kinds of recreational activities best suit a "loner" or a "group person" or a "follower?"

2. Compare those activities which people participated in during colonial times with those of today. (weaving, dying, quilting, candle-making, dances, other games).

3. Discuss why it is essential for each person to be good at his position in a game.

4. How do team sports demonstrate dependency and inter-dependency among players and groups of players as related to jobs.

5. Discuss age/handicaps
physical differences
common interest
locale

Create a game--play this game with the class.
Make a list of all the popular games that the students have at home. Classify these games in groups according to the number of people that can participate. Compare these games. List the advantages and disadvantage of being handicapped in playing games.

RESOURCES

Community Contacts:

Invite the gym teacher to discuss and demonstrate various games. Invite a player from a professional sports team to talk with class.

Free Information:

Advocate Community Dev.
1808 West Diamond Street
Philadelphia, PA

People's Neighborhood Youth Center
2037 West Master Street
Philadelphia, PA

Other Resources:

Gammon Dev. - 1916 Welsh Road
Brunswick Leisure Marts

*This activity has been designed and/or used successfully by: Jacqueline Taylor
Frederick Douglass
Elementary School
Philadelphia, PA 19121

Activity # 86

Subject Area: Social Studies

Grade Level: Primary

Title:

BEHAVIORAL OBJECTIVES:

301 - The children will display an acquisition of vocabulary for describing the world of work.

300 - The children will show awareness that people do different things at their work.

*Capsule Activity Description:

The pupils will be able to identify different photographs of occupations related to the construction industry.

ACTIVITY

The teacher describes the construction trades and occupations in relation to the movement of people from rural to urban areas. Films and pictures illustrating city growth patterns can be shown. The teacher helps pupils develop a list of questions to be used for interviewing workers and other guest speakers.

The pupils make a list of the crafts that are related to the construction industry. Construction company workers and representatives can be invited to participate in class discussions. The pupils can take a field trip to several construction sites and make lists of occupations they observe.

The pupils are shown photographs of construction workers and are asked to identify them.

RESOURCES

Community Contacts:

Free Information:

0117
0120

Other Resources:

Films and other materials on the construction industry

*This activity has been designed and/or used successfully by CA State Department of Education, Sacramento, CA 1977.

Activity # 87

Subject Area: Social Studies

Grade Level: Primary

Title: "Goods and Services"

BEHAVIORAL OBJECTIVES:

3.01 The children will display an acquisition of vocabulary for describing the world of work.

3.02 The children will display their understanding of the variety and complexity of occupations and careers.

3.03 The children will show their understanding that occupations have varying characteristics and qualifications.

3.07 The children will show understanding of how the performance of some occupations meets the needs of the community.

3.11 The children will show awareness of work that is performed in their environment.

*Capsule Activity Description:

Students will develop a knowledge of occupations concerning goods and services and an awareness of the relationship between workers in these areas.

ACTIVITY: (two class periods)

1. Introduce differences between goods and services. Have students list numerous jobs under each category. Discuss the differences between these jobs and how they are related to each other.
2. Ask the students to form three circles (10 children in each circle). Have children choose an occupation from those listed above and pantomime at least three characteristics of that job. (e.g., a meat cutter, a cashier, etc.)
3. Then ask the students to guess what occupation is being pantomimed.

RESOURCES:

Community Contacts:

FREE Information:

Other Resources:

*This activity has been designed and/or used successfully by Pennsylvania Department of Education

Activity # 88

Subject Area: Social Studies/Guidance

Grade Level: Primary

Title:

BEHAVIORAL OBJECTIVES:

7.01-The children will show understanding of the differences between working independently or working as a member of a group.

7.02-The children will demonstrate the ability to work independently and in groups to attain a goal.

7.03-The children will display awareness of groups and the interaction of group members.

*Capsule Activity Description:

Each pupil will be able to analyze and identify situations where worker cooperation is needed.

ACTIVITY:

The teacher prepares and initiates a role-playing situation that will help pupils become aware that worker cooperation is essential: for example, supermarket workers and football players.

The pupils construct a supermarket in the classroom and act out the appropriate jobs. They follow this with a discussion about the need for cooperation. The teacher and pupils watch a football game and discuss team cooperation involved in all sports.

Each pupil should be able to write an essay about what would happen if people failed to cooperate during an emergency such as a power shortage, accident or fire.

RESOURCES:

Community Contacts:

Free Information:

Other Resources:

Guidance counselor

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*This activity has been designed and/or used successfully by California State Department of Education, Sacramento CA 1977. Implementing Career Education Instructional Strategies Guide for Kindergarten through Grade Twelve.

Activity # 89

Subject Area: Social Studies

Grade Level: Primary

Title:

BEHAVIORAL OBJECTIVES:

3.02- The children will display their understanding of the variety and complexity of occupations and careers.

7.08- The children will show development of communication skills by following directions and directing others in completing tasks.

*Capsule Activity Description:

The pupils will develop the fundamental skills of using maps and will identify specific occupations that exist in certain geographic regions of the country.

ACTIVITY

The teacher plans to present the geographic concepts of each region of the country and the basic ideas concerning the economy of each area.

Each pupil writes the name of an occupation on a slip of paper. These occupations will have been discussed in the lessons on the geopraphy and economy of the nation. The pupils draw slips of paper from a box and fasten these to the map. The slips might read, "I am a farmer, I raise corn and pigs. The soil is rich, and the summers are hot" or "I work on an offshore oil rig."

The teacher determines the correct location of occupations. There are many possibilities; however, the pupils should be able to give reasons for selecting a particular location of an occupation.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

Map of the United States
Film of major aspects of different areas of the country

*This activity has been designed and/or used successfully by

CA State Dept of Education, Sacramento, CA 1977 Implementing Career Education Instructional Strategies Guide for Kindergarten through Grade Twelve.

Activity # 90

Subject Area: Social Studies

Grade Level: Primary

Title:

BEHAVIORAL OBJECTIVES:

2.14- The children will show recognition that a relationship exists between learning and performing various tasks.
3.07- The children will show understanding of how the preformance of some occupations meets the needs of the community.
3.11- The children will show awareness of work that is performed in their environment.
6.10- The children will be able to identify various tools that are used to complete tasks.

*Capsule Activity Description:

The pupils will develop an understanding of the responsibilities of people in the transportation field.

ACTIVITY:

The teacher leads a class discussion on local bus transportation. The bus company is contacted regarding a proposed bus ride. Interviews with the bus driver are planned.

A bus driver visits the classroom to discuss the various aspects of local transportation and the role and function of drivers. The pupils are taken on a bus trip. Back in the classroom the pupils can play the roles of driver, passengers, and others involved. (A cardboard mockup of a bus can be made.) The teacher asks questions about the bus driver's responsibilities and the problems of a local transportation system.

RESOURCES

Community Contacts:

Free Information:
0001
0220
0175
0377
0113
0088
0008
0125

Other Resources:

Maps of community bus routes
Films and slides of bus transportation

*This activity has been designed and/or used successfully by California State Department of Education, Sacramento CA 1977.
Implementing Career Education Instructional Strategies Guide for Kindergarten through Grade Twelve.

171

Activity # 91

Subject Area: Social Studies

Grade Level: Primary

Title: Occupational Riddles

BEHAVIORAL OBJECTIVES:

7.06 The children will relate their qualifications for tasks at home, at school, and in the community.

7.07 The children will show development of social skills.

7.08 The children will show development of communication skills by following directions and directing others in completing tasks.

7.09 The children will demonstrate acquired skills, good work habits, and basic attitudes needed for success in completing tasks.

*Capsule Activity Description:

Students practice communication skills written expression and gain an awareness of different careers through the use of riddles.

ACTIVITY: One hour

Explain how to state or solve a riddle. Have each student select a different, favorite occupation on which they would like to write a "riddle."

The Occupation Riddles may range in varying degrees of difficulty according to grade and ability levels.

The following examples may be presented to the students:

1. I deliver letters and packages to your home. Who am I? (Mail Carrier)
2. I like to build houses of wood. I use a hammer and nails. Who am I? (Carpenter)
3. I raise cattle and sheep and grow all kinds of fruits and vegetables. Who am I? (Farmer)
4. I go to school everyday and help children learn. Who am I? (Teacher)
5. I lend people money and help them to save their money. Who am I? (Banker)

Variation: Select one occupation and have students write riddles concerned with the specific tools of that occupation. Example:

Occupation - Carpenter

1. I have teeth and I cut wood. What am I? (Saw)
2. I have claws and a head and I strike nails. What am I? (Hammer)
3. I use bits and I make holes. What am I? (Drill)

RESOURCES

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by

Pennsylvania Department of Education

Activity # 92

Subject Area: Social Studies

Grade Level: Primary

Title: "The Yellow Pages"

BEHAVIORAL OBJECTIVES:

3.01 The children will display an acquisition of vocabulary for describing the world of work.

3.02 The children will display their understanding of the variety and complexity of occupations and careers.

3.03 The children will show their understanding that occupations have varying characteristics and qualifications.

3.04 The children will be able to identify the various school workers and the characteristics of their jobs.

*Capsule Activity Description:

Students learn to use the "yellow pages" in the telephone book, as well as broadening knowledge of different careers.

ACTITIVY: (one class period)

After viewing the filmstrip How We Use The Telephone Directory, distribute telephone directories, paper and pencils to each student. Print the following sentences and others similar to them on the chalkboard.

1. The person who takes care of our teeth is called a_______________.
   Pages_______.

2. Lumber to build houses can be purchased from a_______________.
   Pages_________.

3. If you would like to read about what is happening in your world, you would need the______________________.
   Pages___________.

Have the children print the number of the sentence, the answer to the question and the page number of the yellow pages where the answer was found. Several answers may be given.

RESOURCES

Community Contacts:

Free Information:

How We Use the Telephone Directory (filmstrip), Telezonia, Communicating by telephone, available from the Bell system

Other Resources:

*This activity has been designed and/or used successfully by Pennsylvania Department of Education.

Activity # 93

Subject Area: Social Studies

Grade Level: Primary

Title: "Community Helpers"

BEHAVIORAL OBJECTIVES:

3.04 The children will be able to identify the various school workers and the characteristics of their jobs.

3.05 The children will demonstrate awareness of careers of family members.

3.06 The children will show recognition of the interdependence of family members as workers in the home.

3.07 The children will show understanding of how the performance of some occupations meets the needs of the community.

3.11 The children will show awareness of work that is performed in their environment.

3.16 The pupils will identify and classify local jobs.

*Capsule Activity Description:

Students broaden their knowledge of careers through this activity, as well as practicing descriptive language and increasing sight reading vocabulary.

ACTIVITY: one class period

Display the pictures of various people at work. After having discussed the various occupations, several children are given envelopes with the word postman, teacher, or doctor, etc. printed on a slip of paper inside. The children then take turns dramatizing the occupation printed inside their envelope. They do not say the title of that job. When the class guesses the job the printed title is placed below the picture.

RESOURCES

Community Contacts:

Visit several community helpers to class to discuss their jobs with the children. (Doctor, mail carrier, teacher, store clerk)

Free Information:

Other Resources:

Community Helpers Picture Packets (Standard Publishing Co., Cincinnati, Ohio).
envelopes

*This activity has been designed and/or used successfully by

Pennsylvania Department of Education

177

Activity # 94

Subject Area: Social Studies

Grade Level: Primary

Title: "Identify the Feelings"

BEHAVIORAL OBJECTIVES:

1.06 The children will display the understanding that each child is unique and special.

1.07 The pupils will show understanding of the expanding concept of self.

1.08 The students will display understanding that since each individual is unique, he/she is capable of unique contributions.

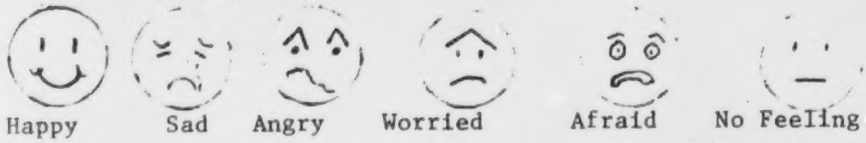
1.09 The students will be able to identify changes that they are undergoing as they continue to develop and mature.

*Capsule Activity Description:

Through this activity students become more aware of feelings of others expecially people in the family. This activity encourages children to realize that other members of the family have interests different from theirs.

ACTIVITY: One class period

1. Discuss concept that the people within a family have different feelings. They also enjoy different things.
2. Discuss words: happy, sad, angry, worried, afraid, no feeling.
3. Associate above words with these faces:



4. Distribute ditto sheet. The teacher will hold up pictures of people doing various activities (cooking, driving, cleaning, playing sports, eating, etc.) For each activity, the child must circle how he feels about it, then how each parent feels, and how a friend might feel by circling the appropriate face.
5. When the activity is over in the classroom, the children can go home and ask their mothers, fathers, and a friend how they might respond.

. COOKING

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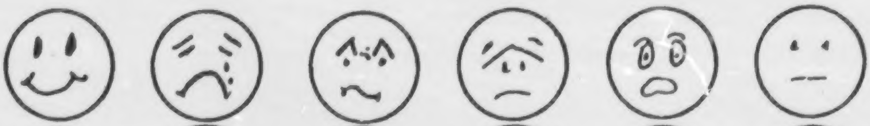

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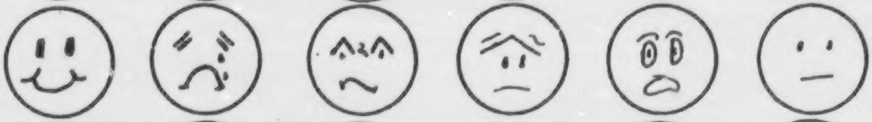

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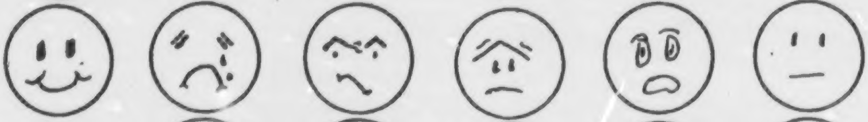

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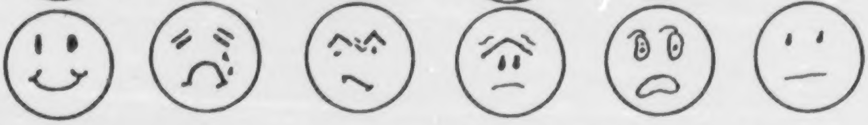

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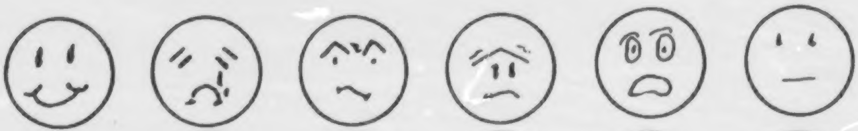

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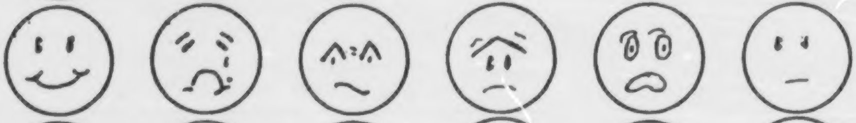

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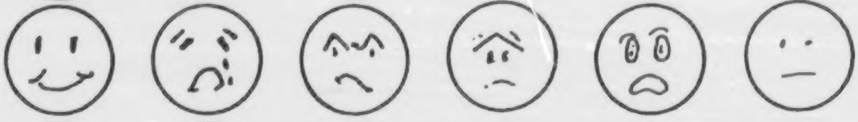

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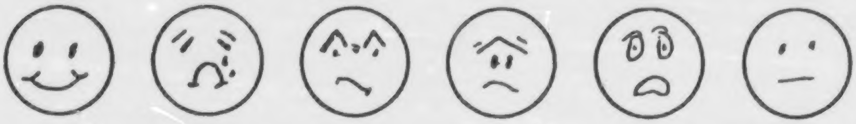

3. PLAYING SPORTS

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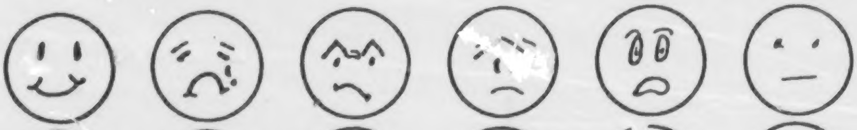

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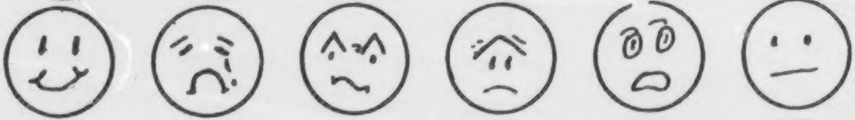

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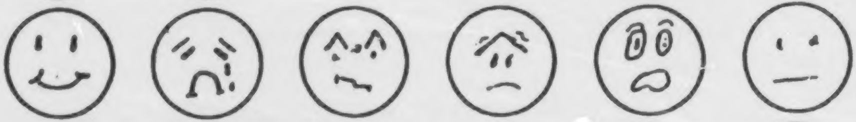
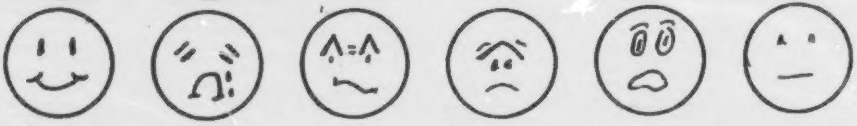


FRIEND


RESOURCES

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by
Pennsylvania Department of Education

Activity # 95

Subject Area: Social Studies

Grade Level: Primary

Title:

BEHAVIORAL OBJECTIVES:

4.09: The children will show familiarity with the varied economic rewards that are gained from different kinds of work.

4.11: The children will show a beginning awareness of the economic aspects of life styles.

*Capsule Activity Description:

After selecting certain occupational clusters for study, the pupils will determine the socioeconomic status of workers in various occupations.

ACTIVITY

The teacher plans a unit on values, incorporating the concepts of consumer awareness and monetary gain as aspects of occupational choice. The contributions of workers and work to society are to be discussed.

The pupils investigate the salary ranges of the occupations they have selected. Workers are invited to visit the class and be interviewed.

Jobs can be listed in accordance with the contributions they make to society. The pupils discuss values and valuing as they pertain to occupational choice, purchasing power, and contributions to society.

The teacher observes the group discussions and evaluates efforts the pupils have made on their projects.

RESOURCES

Community Contacts

Free Information

Other Resources

Guest speakers
Charts, posters, and bulletin boards depicting jobs, salaries, and purchasing power of individuals who have various jobs.

Activity # 96

Subject Area: Social Studies/Art

Grade Level: Primary

Title:

BEHAVIORAL OBJECTIVES:

3.02: The children will display their understanding of the variety and complexity of occupations.

3.07: The children will show understanding of how the performance of some occupations meets the needs of the community

*Capsule Activity Description:

The pupils will be able to name five basic occupations. They will become aware of people who produce goods and those who provide services.

ACTIVITY:

The pupils select pictures depicting people at work and then act out the different occupations.

Each pupil describes a typical day in his or her life and the various occupations observed during that day.

The pupils assemble a picture book that shows people at work. They identify people who produce goods and those who provide services.

RESOURCES:

Community Contacts:

Free Information:

Other Resources:

- Books
- Pictures and printed materials
- Films
- Field trips

*This activity has been designed and/or used successfully by California State Department of Education, Sacramento CA 1977.
Implementing Career Education Instructional Strategies Guide for Kindergarten through Grade Twelve.

Activity # 97

Subject Area: Social Studies

Grade Level: first

Title: What Am I Like?

BEHAVIORAL OBJECTIVES:

1.02: The children will be able to identify their individual self-characteristics.

1.04: The children will give evidence of the development of a positive self-image.

1.13: The children will be able to identify responsibilities that they have to others--e.g., honesty, fairness.

*Capsuel Activity Description:

A series of discussions and activities on respect for others.

ACTIVITY

1. Discussion:
    a. Why are all people important?
    b. How can we show respect for other people?
    c. What rights do all people have?
    d. How can we help others find happiness?
    e. To whom am I important?

2. Activity: Have the children tell how the following people help them.

    a. teacher
    b. other children
    c. principal
    d. librarian
    e. custodian
    f. lunch workers
    g. secretary

3. Assign the students tasks which allow them to be of service to each other. Choose the following helpers: flag helper, room cleaners, ticket passer, etc. All children should be given an opportunity to be a classroom helper.

4. A discussion of good manners should be centered on the following aspects:

    a. How should we act when the principal, other reachers, parents, or other adults come into the room?

    b. What should we do when the teacher is talking to someone else and we want to talk to the teacher?

c. How should we answer the door?

d. How should we act in line for lunch or for a drink at the fountain?

e. How should we act in the cafeteria?

f. When should we use the words "please," "thank you," and "no thanks."

5. As a group devise a set of classroom rules to be followed by all members of the class. Write rules on a chart and refer to them when necessary.

6. Discussion. What is my responsibility as a member of this class? What happens when I do not follow the rules? Is is fair for others to follow the rules if I ignore them and do as I please? What would happen if everyone disobeyed the rules?

7. Assign the students to do three kind things for someone else.

8. Allow students to tell about their kind deeds. Praise those who do kind things.

9. Discussion:
   a. How did you feel when you did something kind for someone else?
   b. How did the other person feel?
   c. Why should we always be looking for kind things to do for others?

10. Give sutdents puppets or flannel board figures. Allow children the opportunity to make up stories demonstrating kindness to others. Present stories to the class.

11. Have children tell about the kind things others have done for them.

12. Ask the students, "How do you feel if someone is especially kind and courteous to you?" "How do you feel when someone treats you with respect?" Does it make you want to be around this person?"

13. Have the children think of one thing that they especially like about themselves, or something about themselves that they are proud of, or something they feel they can do well.

14. Have the children draw a picture of themselves illustrating the thing they like about themselves. Label the pictures. Display them on the bulletin board under the caption, "I Like Me."

15. Class discussion. "How can you make other people feel important?"

15. con't.

- a. treat all people with respect
- b. help others
- c. be courteous
- d. share

RESOURCES

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by: Provo School District, Provo. UT

Activity # 98

Subject Area: Social Learning
Curriculum

Grade Level: 1st-4th Grades

Title: Recognizing Respect

BEHAVIORAL OBJECTIVES:

8.02 The pupils will demonstrate realization that one's success in work is affected by one's attitudes.

*Capsule Activity Description:

The student's understanding of respectful behavior may be enhanced if you help him become aware of situational factors that make such behavior desirable.

ACTIVITY

After it has been established that the pupil should respect people whom he sees every day, reinforce this concept throughout the day.

Have the student list ways in which he could show respect for a visitor to the class.

The class should make a list of reasons why respect should be shown to a visitor.

The students should make a list of people whom they respect, and the reason for showing respect.

The students should also respect each other. When:

1. conversations
2. playing games

RESOURCES

Social Learning Curriculum
Getting Along with Others - Phase 8 - by Herbert Goldstein

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by:

De Lorri Smith , Teacher, Frederick Douglass, Elementary School, Phildelphia, PA 191
Charles E Merril Publishing Company

Activity # 99

Subject Area: Social Studies

Grade Level: Elementary

Title: "Give That Letter a Hand"

BEHAVIORAL OBJECTIVES:

3.03 The children will show their understanding that occupations have varying characteristics and qualifications.

*Capsule Activity Description:

The class traces the path of a letter by visiting a local post office.

ACTIVITY 1-1½ hours

This activity deals with the postal system from two perspectives. One, it recognizes the post office as a large employer and an available source of jobs. Second, it points out the important service the post office performs in moving the mail--a necessary means of communication in our society. Looking at the activity in those terms, its points of integration into the curriculum become quite apparent.

When studying the community, use this activity to familiarize your students with an important segment of the local working population.

This activity might also be used to bridge the gap between the past and present when studying the history of the American postal system.

The activity can be integrated into a geography unit to explore how the zip code system, using geographical boundaries, helps expedite the mail.

The letter is an important form of communication; along with knowing how to write a letter, one should understand how it travels. This activity moves in both those directions.

Arrange for a field trip to the local post office. In some cases this will be a large building filled with hundreds of workers, in other cases it will be one or two rooms filled with an equally small number of employees. Depending upon your situation you may find yourself having to to do somewhat more work to supplement this activity in the way of providing photographs, filmstrips, etc. so that your office is available contact him or her for assistance in planning your trip. Parents are always a valuable resource in the community and should be used whenever possible. They are usually willing to offer their help.

Introduce the activity by having your students write a letter to a member of their immediate families. In the letter the students tell that person that they are going on a field trip to the post office to find out how the mail is moved from place to place and who handles it. They will trace the paths of the letters from school, where they are being written, to homes, where they are being sent.

The day of the field trip the students address their envelopes--not forgetting the zip code--and take them to the post office. Each student purchases a stamp at the postage window, affixes it to the envelope, and drops the letter down the mail chute. The class then tours the post office. As many postal workers as possible,doing different jobs, briefly speak to the class about the work they perform and the various postal systems (i.e., zip code, classes of mail, etc) used to move the mail.

Back at school the students pick a friend in the classroom to write to at their home address. (it is hoped that each student will receive a letter.) The students pretend they are postal workers writing to a friend telling him or her about their job at the post office. For example, the students could write about one of the following:

your first day on the job

a funny thing that happened (the day a person tried to mail a live chicken named Fred; the day none of the stamps would stick; or the day the boss lost the keys to all the mail trucks)

the day your best friend at the post office was fired

the day the computer mixed up all the zip codes

The letters are put in envelopes, addressed, stamped and mailed from a nearby mail box.

RESOURCES

Community Contacts:

Request information from local or large city post office

FREE information:

0388

Other Resources:

How We Get our Mail, Edith McCale, Benefic Press, 1900 N. Narragansett St., Chicago, Ill. 60639

At the Post Office, Lillian Colonius, Melmont Publishers Inc., 1224 West Van Buren St., Chicago, Ill. 60607

Our Post Office and St.'s Helpers, O. Irene Servey Miner, Children's Press, Inc., 1224 West Van Buren St., Chicago, Ill 60607

*This activity has been designed and/or used successfully by:

Abt Publications
55 Wheeler Street
Cambridge, Mass. 02138

Activity # 106

Subject Area: Social Learning
Curriculum - Phase 5
by Herbert Goldstein

Grade Level: 1st - 4th

Title: Understanding that Emotions
Change

BEHAVIORAL OBJECTIVES:

3.24 The pupils will show recognition that some jobs have specific but common requirements for job success.

*Capsule Activity Description:

The student will learn to be able to make a change in emotion due to a change in a given situation.

ACTIVITY

This lesson is designed to introduce the students to the idea that emotions are evoked by situations. However, in order to get a job and hold it, they will have to be able to respond to a situation with a specific emotional reaction. The student must be able to seek to resolve the problem created by the situation.

1. Seat the students in a semicircle near the chalk ledge.
2. Display stimulus pictures 41-44 taken from the kit for Phase 5. Have the students discuss the pictures.
3. Have the children role play by calling each other names.

RESOURCES

Social Learning Curriculum Kit
Phase 8 - Herbert Goldstein

Community Contacts:

Free Information:

Other Resources:

*This activity has been desinged and/or used successfully by:

DeLoris Smith -- Frederick Douglass Elem School, Philadelphia, PA 19121

Activity # 101

Subject Area: Social Studies

Grade Level: 1st - 4th Grade

Title: "How Do Philadelphians
Earn a Living?"

BEHAVIORAL OBJECTIVES:

4.11 The pupils will show awareness of the relationship between desired life styles and career opportunities and potential.

*Capsule Activity Description:

To help the children acquire a better knowledge of producing and consuming in Philadelphia.

ACTIVITY

The teacher should help the children to organize these questions.

1. How do your parents earn a living?
2. What are some of the ways in which people you know earn a living in Philadelphia?
3. What other kinds of work do people do in Philadelphia?
4. Which of these involve making things?
5. Which of these involve rendering service?
6. What things do we buy and use that are made by people in Philadelphia?

Learning Activities:

Discuss the work of parents (kind of work, hours of work, advantages and disadvantages)

Teacher and children set standards for work, e.g.,

Know your job.
Stick to your job.
Do your part.

Have children look in the daily newspapers at the "Help Wanted" ads and classify the occupations under such headings as "Building Occupations", "Office Workers", Textile Workers." They will compare with Occupational pictures on board.

Children will make a list of two or three job occupations that they would like to do when they grow up.
(See pictures on Social Studies Bulletin Board in back of room.)

RESOURCES

Social Studies in the Elementary Schools
Pictures on Learning About Careers. David C. Cook Publishing Co.

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by:

DeLoris Smith

Frederick Douglass
Elementary School
Philadelphia, PA 19121

Activity # 10

Subject Area: Social Learning
Curriculum

Grade Level: 1st-4th

Title: Recognizing Socially
Acceptable Behavior
Lesson II - Phase 8

BEHAVIORAL OBJECTIVES:

1.03 The children will demonstrate their understanding that personal characteristics can sometimes be changed.

*Capsule Activity Description:

The children will make a list of identified behaviors that attract unfavorable attention.

ACTIVITY

Explain to the students that they will be making a booklet about a girl called "Silly Sally." Distribute the sets of spirit sheets. Be sure the students have their spirit sheets in the correct order before continuing the activity.

Have students suggest stories about the picture. Write the appropriate responses on the chalkboard.

Give each student a sheet of paper and have them to write a story from the appropriate responses that were written on the chalk board.

Have a group of students role play the situation depicted, and show how other people would react to Sally's behavior.

Have another group of students role play the same situation, showing how Sally should have behaved and how people would have reacted if she had behaved appropriately.

Have the students make a booklet about inappropriate behavior they have observed.

RESOURCES

Social Learning Curriculum Kit
Getting Along with Others - Phase 8 - Herbert Goldstein

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by:

De Loris Smith
Charles E. Merril Publishing Company

Activity #103

Subject Area: Social Studies/Language Arts

Grade level: 2-3

Title: "Neighborhood Workers"

BEHAVIORAL OBJECTIVES:

3.01: The children will display an acquisition of vacabulary for describing the world of work.

3.05: The children will demonstrate awareness of careers of family members.

3.06: The children will show recognition of the interdependence of family members as workers in the home.

3.07: The children will show understanding of how the performance of some occupations meet the needs of the community.

6.10: The children will be able to identify various tools that are used to complete tasks.

*Capsule Activity Description:

Students become more aware of the occupations performed by family members outside the home, and become familiar with the various occupations that have been observed in the neighborhood through this activity.

ACTIVITY

Given instructions on paragraph writing, the students will write a paragraph which develops one thought clearly.

Students will use the dictionary to find the spelling and definition of jobs, tools and other items that the workers use.

Write a paragraph about a family member's career.

After role playing the various workers, the class will write a skit for an assembly program which emphasizes the role of each worker.

As a result of discussions about family workers, the students will be able to illustrate the work role of each family member by making a "Family Workers Tree".

As a result of watching a filmstrip, the students will be able to match cards depicting ten (10) different workers with the object or tool that the worker uses.

Use books, magazines and newspapers to learn about family and neighborhood workers.

Role play various neighborhood workers. (use cardboard puppets)

Invite guest speakers from the World of Work to talk to the students.

Look at filmstrips and listen to cassettes about neighborhood workers.

Take a tour around the school and community. Name each person performing a job.

Use flannel board and cutouts to discuss workers and their jobs.

Dictate stories to be written on the experience chart.

Make a scripbook of family and community workers.

Make statues and objects of neighborhood workers.

Make a family tree listing members and jobs they perform.

Be a reporter. Acquire information about family members and jobs they have.

Conduct a class discussion of neighborhood workers.

Invite a policeman and the school nurse to talk to the class.

Use teacher's guide to plan lessons.

Have a play in the assembly involving creative dramatics.

Have a contest - to see if the girls or boys know the most neighborhood workers and their jobs.

Show films and filmstrips.

Make flash cards to introduce vocabulary.

Monitor small group discussions.

Pre Test

Show the cards of workers and objects.

Have students match the cards with the objects each worker uses.

Identify pictures of neighborhood workers.

Post Test

Give clues about the work or jobs that community helpers perform. (Name the workers)

e.g. I deliver mail and packages daily. Who am I? Mailman I mark papers and give directions to students. Who am I? Teacher.

Match the workers to their jobs

nurse	marks papers
fireman	gives needles
doctor	puts out fires
mailman	examines patients
teacher	delivers mail

RESOURCES

Community Contacts:

Invite guest speakers from the world of work to speak to students.

Free Information:

Library books
Filmstrips and cassettes
Newspapers and magazines
T.V. Programs
Walking trips, picture cards and SRA Kits - Keys Career Exploration Social Service Cluster
Building Your Tomorrows: "earning About the World of Work"
Telephone and other props for role playing and assembly kit.

Other Resources:

*This activity has been designed and/or used successfully by Barbara Coupor, Harrison School, Philadelphia School District, Philadelphia, PA

Activity # 104

Subject Area: Social Studies

Grade Level: 3

Title: Living Communication

BEHAVIORAL OBJECTIVES:

3.07: The children will show understanding of how the performance of some occupations meets the needs of the community.

3.10: The children will show awareness that people do different things at their work.

3.11: The children will show awareness of work that is performed in their environment.

*Capsule Activity Description:

All jobs contribute to our society's way of living.

ACTIVITY

You may extend the community concept to people living and working together to make life better for others and themselves. What is a community? Our local community? List and discuss what goes on in the local community.

This section of the unit may be entitled "Discovering Our Community" and could be terminated as a TV or radio program.

Usual occupants

- Residents
- School
- Church
- Grocery store
- Gas station
- Garage

May include

- Community center
- Fire station
- Water works
- Utility companies offices
- Washateria
- Barber shop
- Beauty salon
- Bank branch
- Cafe

As students make up their list and find out who works in each place in the community, learning the responsibility of that work, a new vocabulary list may be made.

From this list of workers lead students in deciding which workers provide services and which provide goods.

Each person, or a team, may assume the responsibility of a portion to find out: (1) who works where? (2) what are his responsibilities? (3) what type training was necessary? (4) does he offer goods or services?

Activity (con't)

Example: Resident - (1) each family member.
(2) does whatever he is able to do to make the family relationship run smoothly.
(3) guidance and experience
(4) services

Note: If student wants to break it down to each family member accept it.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by:
The Pulaski County Special School District, Arkansas

Activity # 105

Subject Area: Social Studies

Grade Level: 3

Title: What have I learned in School?

BEHAVIORAL OBJECTIVES:

2.03 The children will show awareness of multiplicity of skills and knowledge in education.

*Capsule Activity Description: 2-2½ classes

Children will use drawing paper to demonstrate or show illustrations of things they have learned or they may illustrate themselves doing something they have learned to do in school.

ACTIVITY

Activity 1A: What Have I learned in School?
Materials: drawing paper, crayons

Distribute the materials. Then ask the students to think back to the days before they went to school and try to think of things they didn't know or didn't know how to do then which they have learned about or how to do in school. Suggest that students think about things they have learned in such areas as reading, math, social studies, music, art and physical education.

Ask each student to use the drawing paper to illustrate one thing he/she has learned in school. Have students to share their pictures with the group.

Make a bulletin board to display the students' drawings.

Activity 1B: Building on Previous Learning to Learning New Things
Materials: four bean bags, play bean bag arithmetic bag

When the children have finished playing the game, ask them could they have learned and played the game if they had not already learned to add and subtract.

RESOURCES

Community Contacts:

Invite two or three different workers within your school to talk to your group about the kinds of shcool experiences prepared them for their jobs, the kind and duration of school training they underwent, and the kinds of school-learned skills they use in their jobs.

Free Information:

Information can be obtained from the library and other resource areas in the school.

Other Resources:

*This activity has been designed and/or used successfully by: Clarabon Logan
Frederick Douglass School, Philadelphia, PA. 19121

Activity # 106

Subject Area: Social Studies

Grade Level: 3

Title:

BEHAVIORAL OBJECTIVES:

3.05 The students will show understanding of how the performance of some occupations meet the needs of the community.

*Capsule Activity Description:

The students will visit the Clerks Dept. of I.R.S. They will see how tax forms are filed, mailed to the Post Office in their community.

ACTIVITY

Discuss the importance listing and watching how the clerks explain or perform their jobs. Note how the job that the clerks are doing will effect the people in the community receiving their Income Tax returns on time. Ask the clerk what happens when someone reads a name in correctly in a tax return is sent to the wrong Post Office. Ask how delayed tax return effect the people in the community. Have students discuss and state their ideas about what they learned from their fieldtrip. Have students discuss the importance of the clerk's job at I.R.S. and how does that job meet the needs of the people in the community. Have students discuss what happens when one hasn't obtained the skills in school needed to perform the job as clerk, mail clerk, etc. (Example: People's names filed incorrectly, delayed mail-checks could get in the wrong hands, etc.

RESOURCES

Community contacts:

Free Information:

Other Resources:

Field trips could include post office, computer programming room, insurance agencies, etc.

*This activity has been designed and/or used successfully by: Clarabon Logan
Frederick Douglass School, Philadelphia, PA.

Activity # 107

Subject Area: Social Studies

Grade Level: 3

Title: Using the newspaper

BEHAVIORAL OBJECTIVES:

3.10 The students will learn and discuss the variety of jobs used when putting a newspaper together.

*Capsule Activity Description:

The students will learn about a variety of jobs through exploring how newspapers are put together.

ACTIVITY

Discuss some mechanics involved when one puts together a newspaper. Discuss the number of careers and the duties performed making a newspaper. (such as journalist, cameraman, typist, someone who runs the printing machine, ads : real estate agents, want ad, job ads, etc., person who does the editorials and speaking out section, person who does the horoscope, and Ann Landers section, etc.) Have students discuss all the careers involved when putting a newspaper together.

Homework Assignment

Have students to think about composing their very own classroom newspaper. Have students to list at least ten steps they would use for composing their classroom newspaper.

Before Lesson 4

Activity: Have students discuss (the steps they would use in composing the newspaper) with their fellow classmates. Have students compare and share ideas for composing their classroom newspaper.

RESOURCES

Community Contacts:

Free Information:

0069
0070

Other Resources:

*This activity has been designed and/or used successfully by: Clarabon Logan
Frederick Douglass School, Philadelphia, PA.

Activity # 108

Subject Area: Social Studies (Philadelphia)

Grade Level: 4th

Title: Plan Ahead (Part 1)

BEHAVIORAL OBJECTIVES:

5.04: The pupils will show their knowledge that external factors affect the decision-making process.

3.22: The children will show awareness that adequate preparation for a task facilitates its performance and improves the outcome.

*Capsule Activity Description:

Class determines the importance of planning as presented in Penn's plan for Philadelphia's growth and development.

ACTIVITY

1. Discuss situations where pupils can see the importance of planning (e.g. class trip, party, picnic, etc.)
2. Display Philadelphia street map. Look for evidence of planning in terms of location of city's boundaries, proximity to water, park areas, patterns of streets.
   a. Discuss advantage of city being located along waterway.
   b. Discuss the establishment of five large squares (Rittenhouse, Logan, Washington, Independence and Franklin.
3. Compare street map with map of Penn's plan for Philadelphia.
   a. Why did Penn plan for city to expand west from Delaware River?
   b. How does two maps differ in terms of the number of streets, patterns of streets, proportion of paved areas to green areas?
4. Penn wanted his town to be"greene countrie town". Divide class into two groups. One group take pictures to support this notion. The other group should take pictures to refute this notion. Compare, discuss, and evaluate information.

RESOURCES

Community Contacts:

Fairmount Park Commission
City Planning Commission

Free Information:

Other Resources:

*This activity has been designed and/or used successfylly by: Shirley Scott
Frederick Douglass Elementary School, Philadelphia, PA 19121

Activity #109

Subject Area: Social Studies (4th)

Grade Level: 4th

Title: Plan Ahead (Part 2)

BEHAVORIAL OBJECTIVES:

5.04: The pupils will show their knowledge that external factors affect decision-making process.

*Capsule Activity Description:

Class analyzes the negative affect of industry in cities, pollution, and decide how city planners must resolve problem.

ACTIVITY

1. Give students "pollution fact sheets"--One each on air, water, noise, letter, etc.
2. Divide class into groups (one group per fact sheet). Each group should:
    a. Identify the sources of pollution in neighborhood or city.
    b. Act as city planners who must develop a plan to eliminate this source of pollution in future.
    c. Prepare a short written report of its findings for presentation to the class.
3. Have each group report on its plan. Discuss how poor planning can only add to the problem.
4. Have pupils tape record the sounds of noise pollution; photograph sources of air pollution and visual pollution.

RESOURCES

Community Contacts:

Invite a representative from local factories to explain what their company is doing about pollution.

Free Information:

Obtain information from Environmental Control Agency

Other Resources:

*This activity has been designed and/or used successfully by: Shirley Scott
Frederick Douglass Elementary School Philadelphia, PA 19121

Activity # 110

Subject Area: Social Studies

Grade Level: 4

Title: "Big Business, Big Cities"

BEHAVIORAL OBJECTIVES:

3.16 The pupils will identify and classify local jobs.

3.02 The pupils will display their understanding of the variety and complexity of occupations and careers.

*Capsule Activity Description:

Class will examine the relationship between the existence of business and urban growth.

ACTIVITY

1. Ask each student to give their parent's or a relative's occupation. Make a list of them.
    a. Determine the number of parents who work in the city. Help children classify the jobs into broad categories of activity, e.g. transportation, manufacturing, selling, government, personal service, education, etc.
    b. Question for discussion guide:
        1. How do people earn a living in Philadelphia?
        2. Which of these involve making things, rendering services, etc?
        3. What things do we buy and use that are made by people in Philadelphia?
        4. Where are things made for us in Philadelphia?
        5. Where are the factories, plants and refineries located in Philadelphia?
        6. Why have certain industries developed in and around Philadelphia?
        7. What are the chief products for which Philadelphia is noted?
2. Discuss the need for industry in large city (jobs, taxes, etc.)
3. Have children trace their body outline on kraft paper. Cut outline and decorate them in uniform of job they have picked.
4. Gather label of things made in Philadelphia. Make a poster of labels.
5. Make a distribution map to show where Philadelphia's factories, plants, refineries are located.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by: Shirley Scott
Frederick Douglass Elementary School, Philadelphia, PA 19121

Activity # 11

Subject Area: Social Studies

Grade Level: 4th

Title: Jobs today

BEHAVIORAL OBJECTIVES:

3.02 The pupils will display their understanding of the variety and complexity of occupations and careers.

3.04 The pupils will be able to identify the many types of work in the community and the characteristics of the various occupations.

3.16 The pupils will identify and classify local jobs.

3.24 The pupils will show recognition that some jobs have specific but common requirements for job success.

*Capsule Activity Description:

The student will list, in order of priority, job preferences.

ACTIVITY

LARGE GROUP: Review/present simple outlining techniques, emphasizing how to make a list.

Ex.

INSIDE JOBS	OUTSIDE JOBS
1. Doctor	1. Brick layer
2. Plumber	2. Policeman
3. Projectionist	3. Anthropologist

SMALL GROUP: Use magazines, newspapers, etc. to collect pictures of the jobs listed and make collages.

INDIVIDUAL:

A. make a list of jobs you are interested in.
b. (Advanced Skills) For each job, list the things you must be able to do to perform the job.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by:

George Lawler, Wellsville Intermediate, Allegheny County, New York.

Activity # 112

Subject Area: Economics, Marketing

Grade Level: 4th

Title: "Chain Gang" (Part A)

BEHAVIORAL OBJECTIVES:

3.07 The pupils will observe the way in which occupations are interdependent in fulfilling community needs and goals.

7.05 The pupils will show understanding that members of group may accomplish tasks by having each person specialize on a particular part.

*Capsule Activity Description:

Class analyzes the development and marketing of a product. Class identifies at least ten specialists in our city's economy.

ACTIVITY

1. Select two or three occupations. Have some students pantomine the actions of specialists involved in those occupations. Ask other students to guess occupations.
2. Display pictures or actual items of food, clothing, etc. Ask pupils to list as many occupations as possible associated with the production, distribution, and sale of product.
   a. After examining lists, help students discover that some products produced in city, and some outside the city.
   b. Reinforce development of the concept of interdependence. Who are the specialists involved in getting goods from place where they are made to place where they are sold? How do we depend on them? How do they depend on us?
3. Develop the idea that a city is a market place for the sale of products.

RESOURCES

Community Contacts:

1. Distribution center

Free Information:

Other Resoruces:

*This activity has been designed and/or used successfully by: Shirley Scott
Teacher, Frederick Douglass, Elementary School, Philadelphia, PA 19121

Activity #113

Subject Area: Social Studies

Grade Level: 4th

Title: "Specialize, Specialize, Specialize"

BEHAVIORAL OBJECTIVES:

3.06: The pupils will be able to show their understanding of the interdependence of occupations to fulfill the goals and needs and functions within a community.

7.05: The pupils will show understanding that members of a group may accomplish tasks by having each person specialize on a particular part.

* Capsule Activity Description:

Class views occupations of specialists in colonial Philadelphia.

ACTIVITY

1. Show pictures of people working in colonial Philadelphia. Ask how many people could be called specialists. (Definition of specialist has been already established.)

2. Write following list of specialists on board:

sailmaker
caulker
merchant
glazier
blacksmith
farmer
carpenter
shoemaker
tailor
glassmaker
baker
cooper
bricklayer
roofer
painter
plumber
fisherman
ropermaker

a) Have pupils look up the definitions of these jobs in dictionary. Discuss definitions with class.
b) Ask each student to select one of the occupations as his/her own.

3. Construct a city with class in which each of services will be required.
a) Have pupils write the name of their job and identify/list the other he would depend on.
Ex. Carpenter: bricklayer, ropemaker, blacksmith, etc.
b) Form group consisting of all specialists he indicated he would need. Each member of group would explain why they need each other. Class will identify other specialists who would be useful in starting new city.

4. Divide bulletin board into two sections. Label one THEN and the other NOW. Have children to draw pictures of early Philadelphians engaged in some activity, and of today's citizens in similar occupations. Use pictures from magazines and newspapers showing contrast: Ex. covered wagon--automobile.

5. Make diorama

RESOURCES

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully: Shirley Scott Teacher, Douglass Elementary School, Philadelphia, PA 19121

Activity #114

Subject Area: Social Studies

Grade Level: 4th

Title: Cries of Street Vendors

BEHAVIORAL OBJECTIVES:

4.01: The pupils will show recognition of the role of work in economic independence.

*Capsule Activity Description:

The class examines problems of Black street vendors in Philadelphia from the historical viewpoint (past to present).

ACTIVITY --(45 minutes)

This activity examines the history of Blacks as street vendors and looks at the sociological aspects of street vendors in today's society (Philadelphia).

A. Introduce lesson by asking children to define "What is a street vendor?" "Where would we find street vendors in Philadlephia?" "What are some examples of street vendors?" "What products do they sell?"

B. Discuss why it was and is necessary for Blacks to become street vendors: 1. Tradition of vending by Blacks in open market place at Head House Square. 2. Financially unable to rent building and not permitted to rent because of race.

C. Advantage of street vendors:
   1. Working for one's self as independent businessman
   2. Low overhead
   3. Hard work result in higher earnings rather than hourly/weekly salary.
   4. Have children give other advantages of street vending

D. Disadvantages and Problems of Street Vendors:
   1. Inclement weather
   2. Conflict between street vendors and established businesses, etc.
   3. Have children give others

   Allow children to role play independnet street vendor and established traditional business man or merchant. Pros and cons of street vending should be evident.

E. Have children devise ways that an independent business can make business grow (Ex. expansion, franchise, increase items for sale, sales and discounts, etc).

RESOURCES

Community Contacts:

Milton Street, state representative fromer street vendor
John Street, city councilman, former street vendor
Black Street Vendirs Association

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by: Shirley Scott
Frederick Douglass Elementary School, Philadelphia, PA 19121

Activity # 115

Subject Area: Social Studies (Philadelphia)

Grade Level: 4th

Title: Born Again!!

BEHAVIORAL OBJECTIVES:

5.02 The pupils will demonstrate their understanding that decision making involves responsible action.
5.03 The pupils will display recognition that decision making involves some risk taking.

*Capsule Activity Description:

Class study of urban renewal, specifically Market Street. Take a look at the role of the urban planner.

ACTIVITY

1. Locate the area of project Market St. East on map of Philadelphia. Develop definition of urban renewal.
2. Discussion questions:
   a. How do you feel about tearing down old buildings to build new ones?
   b. How do you think person living in old building feels?
   c. What part of our city government helps people who must move? Are they usually successful in what they are trying to do? Do you know anyone who had had to move because of urban renewal? How did they feel?
   d. Who decides whether or not an area should be renewed? Who pays for it? Should people affected take part in the decision?
   e. What is the job of city planner? To what degree must the planner be able to look into the future to identify future needs?
3. Visit urban renewal sites such as Penn Center, Society Hill, etc. Discuss and research before and after urban renewal.

RESOURCES

Community Contacts:

1. City Planning Commission (13th floor, City Hall Annex).
2. Philadelphia Housing Authority
3. Red Cross

Other Resources:

*This activity has been designed and/or used successfully by: Shirley Scott teacher, Frederick Douglass elementary school, Philadelphia, PA 19121

Activity #116

Subject Area: Field Trip

Grade Level: 5/6

Title: Safety outing to baseball game

BEHAVIORAL OBJECTIVES:

3.03: Children will show recognition that society needs labors of all people.

4.01: Students will show familiarity with variety of career grouping and types of jobs in each grouping.

*Capsule Activity Description:

Safety patrol outing to ballgame.
Have children prepared to identify jobs at ball park.

ACTIVITY

Go to Phillies baseball game. Before outing discuss jobs at the ball park. Have children recognize multiplicity of related jobs. Children should take pad and write down observations. Discuss these career groups:

1. Game itself: Players (nine positions, bench, relief, pitchers) coachers, manager, club Doctor, trainer.
2. Safety and order: police, ticket takers, ushers, usherettes, security guards
3. Sales: ticket office, food and souvenir vendors, cashiers
4. Maintenance: lavatory attendents, custodians, field attendents
5. Media: Radio announcers, sportcasters, radio technicians, TV sportcasters, TV technicians--camera person
6. Miscellaneous: scorekeeper, statistician

RESOURCES

Community Contacts:

Phillies Box Office

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by: Melvin Metalits, Frederick Douglass Elementary School, Philadelphia, PA 19121

Activity #117

Subject Area: Economics

Grade Level: sixth

Title: When I grow up... I want to be...

BEHAVIORAL OBJECTIVES:

4.05: Students will show understanding of the relationship between occupational roles and personal economics.

*Capsule Activity Description: (one to one half hour lesson)

Students will choose a job from the help wanted column and write an essay, entitled, when I grow up, I want to be.

ACTIVITY:

Divide the jobs listed in the help wanted section of the newspaper among the students for research. Tell them to learn which jobs call for a high school diploma and which demand a college education. Then have them compare the income for jobs that demand different levels of education.

After students have classified the jobs available in the newspaper, have them rate the work as skilled, semi-skilled or unskilled.

Have students read the help wanted advertisements and list jobs mentioned there that begun during the 20th century. Some examples would be key punch operators, television repair service and flight attendents. Have pupils name occupations that become obsolete century. e.g., icemen

RESOURCES

Community Contacts:

Have vistors from fire department, police department or community health center speak to class.

Free Information:

Other Resources:

Newspaper in Education.

*This activity has been designed and/or used successfylly by: Ruby Roper, Frederick Douglass Elementary School, Philadelphia, PA 19121

Activity #118

Subject Area: Social Studies

Grade Level: sixth

Title: Extra! Extra! Read all about it!
(lesson two of two)

BEHAVIORAL OBJECTIVES:

2.01: The students will give evidence of their understanding of the interrelationship between education and work.

*Capsule Activity Description: (45 minutes)

The students will learn about the different occupations that are available by reading the newspaper by taking a trip to the Bulletin.

ACTIVITY

1. Arrange a trip to the Bulletin or Inquirer building. Pupils will see people working at various jobs.
2. Present a film strip, "How to Read the Newspaper" to prepare pupils for trip. Have a follow-up discussion.
3. Before taking your trip, have students go through a question-answer period on questions they might want to ask on their trip. Write questions on the chalkboard. Have pupils decide on the best questions to ask the newspaper personnel.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

Film strip: Vec in Visual Education Consults

*This activity has been designed and/or used successfully by: Ruby Roper

Frederick Douglass School, Philadelphia, PA 19121

Activity #119

Subject Area: Social Studies

Grade Level: Sixth

Title: A simple chocolate bar
(lesson one of two)

BEHAVIORAL OBJECTIVES:

7.01: The students will work independently and work with others.

*Capsule Activity Description:

The students will learn about how the production of a simple candy bar depends on more than one kind of job.

ACTIVITY (30 minute lesson)

1. Before beginning your activity, explain to pupils that you will show them how a simple candy bar involves more than one kind of job.
2. Have pupils name jobs that can come from the chocolate bar. (Use a Hershey bar or any chocolate bar for demonstration. Students might name: working in a chocalate factory, truck driver delivering candy, or working in a store selling chocolate bars.)
3. Have students locate on world map, or globe where different ingredients for chocolate fome from. (what country).
4. Divide class into groups, have students do research on countries the chocolate ingredients come from. A. coconut--South Pacific, B. Chocolate--South Africa, C. Cory Syrup--Iowa, D. Nuts--Brazil.

RESOURCES

Community Contacts:

Neighborhood stores that sell chocolate bars.

Free Information:

Other Resources:

David C. King, Curriculum writer at Mills College in California.

*This activity has been designed and/or used successfully by: Ruby Roper

Frederick Douglas School, Philadelphia, PA 19121

Activity #120

Subject Area: Social Studies

Grade Level: sixth

Title: A trip to Hershey Pennsylvania to learn about a simple chocolate bar (lesson two of two)

BEHAVIORAL OBJECTIVES:

3.03: The students will be able to determine the characteristics and qualifications of a variety of occupations.

*Capsule Activity Description: (30 minutes)

Prepare the class for a visit to Hershey, Pennsylvania.

ACTIVITY

1. Have pupils discuss what kind of education is needed for the types of jobs involving the chocholate bar. If students only come up with low educational requirements, point out that factories have researchers working in them that require a college degree as well as other areas of work that require at least a high school diploma.
2. Prepare pupils for trip by telling them some of the things for which to look.
3. If a filmstrip is available on Hershey Pennsylvania show filmstrip followed by a discussion.
4. Have a question-answer period with students on questions they might want to ask on their trip. Write questions on chalk board, have students help dicide the hest questions to ask.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by: Ruby Roper
Frederick Douglas School, Philadelphia, PA 19121

Activity #121

Subject Area: Social Studies

Grade Level: Sixth

Title: Extra! Extra! Read All About It!
(Part of one of two)

BEHAVIORAL OBJECTIVES:

3.08: The students will become familiar with job opportunities as related to social and economic trends in their geographic area.

*Capsule ACtivity Description:

The class will browse through the newspaper to become familiar with the newspaper.

ACTIVITY (45 minutes)

1. Provide each pupil with a copy of the newspaper and give them at least ten minutes to browse through the newspaper.
2. Present a film strip entitled, "How to Read the Newspaper Intelligently." Have a follow-up discussion.
3. Have pupils name different jobs they are aware of and interested in through newspaper study. They can name jobs such as reporters, columnist, cartoonist and photographers. Role plays can be used to point out various aspects of these jobs. Students can role play that women are now becoming sports writers. Students can act out a role, using a political cartoonist as an example.

RESOURCES

Community Contacts:

Request information from neighborhood newspaper if one is available.

Free Information:

Other Resources:

Newspaper in Education Kit.

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*This activity has been designed and/or used successfully by: Ruby Roper, Frederick Douglass Elementary School, Philadelphia, PA 19121

Activity #122

Subject Area: Economics

Grade Level: sixth

Title: Going into business for yourself.
Can it be successful?

BEHAVIORAL OBJECTIVES:

3.18: The students will identify the relationship of personal interests to success in specific occupational areas.

7.01: The students will show understanding of the differences between working independently or working as a member of a group.

*Capsule Activity Description: (30 minutes)

Students learn about self employment in a career through this activity.

ACTIVITY

1. Give each pupil a copy of "Scoop", a feature paper for young readers.
2. Have pupils read the story about Famous Amos, king os the chocolate cookie indusrty.
3. Discuss with pupils how Famous Amos turned his hobby into a four million dollar a year operation.
4. If you do not have "Scoop", this activity can be used with any story about a self employed person becoming successful.
5. After disucssion story, have a question and answer session.
6. Have students do some research to discover some other multi-million dollar compamies that started as someone's hobby.
7. Have a cookie bake-off.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

"Scoop," feature paper for young readers.

*This activity has been designed and/or used successfully by: Ruby Roper,
Frederick Douglass School, Philadelphia, PA 19121

Activity # 123

Subject Area: Social Studies

Grade Level: Sixth

Title: People Who Help In School

BEHAVIORAL OBJECTIVES:

2.04: The students will demonstarte their understanding of the need for continuing education.

*Capsule Activity Description:

Students will visit different workers and areas in their school: school secretary, administrative assistant, custodian helpers, principal's office, health room and basement.

ACTIVITY (45 minuted to an hour)

1. Students will come back to room and have a follow-up discussion on what they have seen and how they feel about each job.
2. Have students illustrate and identify workers. Write a paragraph entitled, "My Favorite Worker."
3. Students can read papers to class.
4. Have pupils make a booklet. List the names of people, classify according to their type of service.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

People and places, social studies supplement

*This activity has been deisgned and/or used successfully by: Ruby Roper
Frederick Douglass School, Philadelphia, PA 19121

Activity # 124

Subject Area: Social Studies

Grade Level: 6

Title: "Where In The World Are We?"

BEHAVIORAL OBJECTIVES:

7.01: Children will demonstrate ability to work independently and in groups to attain a goal.

6.01: Children will demonstrate acquired skills, good work habits, and basic attitudes needed for success in completing tasks.

*Capsule Activity Description: About one hour

Identify contents--What they are--where they are--show them in their geographical relation ot each other.

ACTIVITY

Children are given outline maps of world. What an outline is will be discussed with them.

Dictionary work of one small group will seek definition of a continent.

Continents will be identified on large political wall map. Continents will then be identified on outline maps at desks.

One at a time, continents are identified and labeled. Then continents will be colored differently to identify them.

Children are instructed how to label, and how to color so that strokes all go in one direction.

Outcome should be that all children should recognize continents.

Possibly, there could be a job or career orientation in this lesson. e.g. Graphics, amp making, geology, geography, any of the earth sciences, navigation, computation.

RESOURCES

Community Contacts:

Free Information:

Public Library -- Atlases
Douglass Library-- Atlases

Other Resources:

*This activity has been designed and/or used successfully by: M. Metalits
Frederick Douglass Elementary School, Philadelphia, PA 19121

Activity #125

Subject Area: Social Studies

Grade Level: 6

Title: "Helping Ourselves"

BEHAVIORAL OBJECTIVES:

4.12: The pupils will show a beginning understanding of the economic relationship between themselves, family, and community.

*Capsule Activity Description:

Actual neighborhood walk as a field trip, ½ hour trip.

ACTIVITY

Children take pad and pencil and walk with teacher for about ½ hour through community. Note two basic things during walk: (1) What evidence is there of neighborhood problems? (2) What evidence is there of community workers helping with problems?

Stop every 10 minutes to discuss findings. At end of ½ hour return to school.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by: M. Metalits

Frederick Douglass Elementary School, Philadelphia, PA 19121

Activity # 126

Subject Area: Social Studies

Grade Level: 6

Title: "Helping Ourselves"

BEHAVIORAL OBJECTIVES:

1.12: Pupils will show understanding of the term "role" as it relates to an individual in a group or organization.

1.13: Pupils will show understanding that the way in which they perform their responsibilities influences others and themselves.

4.13: Pupils will show a beginning understanding of the relationship of economic trends that affect their community and state.

*Capsule Activity Description:

Neighborhood walk with eye on neighborhood problems and eyesores.

One to one and a half hour discussion and half hour walk through neighborhood.

ACTIVITY

Discuss: "How Can We Improve Our Neighborhood"

Goals-- Awareness of community problems
understanding of which agencies have responsibility
develop skills to cope with problems: (1) writing, (2) speaking, (3) organizing.

Preparation:
Discuss-- "What We Like About Our Neighborhood", family, friends, closeness to school, church, etc. familiarity with neighborhood and facilities.

Try to derive concept--"It's Worthwhile Improving"

"What Needs to be Improved"
-boarded up houses
-abandoned cars
-trash
-crime
-noise, etc.
-unemployment

Leads to suggestion--"Let's see for Ourselves"

RESOURCES

Community Contacts:

- Committee persons
- Block Captains
- Home and School President
- Long-time resident

Free Information:

Other Resources:

*This activity has been designed and/or successfully used by: M. Metalits
Frederick Douglass Elementary School, Philadelphia, PA 19121

Activity # 121

Subject Area: Social Studies

Grade Level: 5-7

Title: Supply and Demand

BEHAVIORAL OBJECTIVES:

4.02 The pupils will demonstrate acquisition of basic money management skills.

4.08 The pupils will show understanding that social and economic needs and wants differ among people.

4.13 The pupils will show a beginning understanding of the relationship of economic trends that affect their community and state.

*Capsule Activity Description:

Students determine the amount of supply for certain items and determine just how the demand will affect their price for item.

ACTIVITY

1. Place pieces of candy in view of the class and ask students how much they would be willing to pay for a piece of candy if they had money.
2. Remove all but 5 pieces of penny candy, and ask the same question.
3. Make sure pupils understand that when an item is limited, they may be willing to pay more for that item.
4. Put definition of supply and demand on chalk board :
   Supply - furnish or provide
   Demand - want or desire for ownership
5. Tell pupils that a drink of water is usually free. Ask what they would pay for a glass of water if they were lost in the desert and didn't have a drink in 2 days.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by:

Arizona Department of Education

Activity #128

Subject Area: Social Studies

Grade Level: Elementary

Title: Careers in Construction

BEHAVIORAL OBJECTIVES:

3.07 The children will show understanding of how the performance of some occupations meets the needs of the community.

*Capsule Activity Description: 2-2½ classes

Class makes a collage from pictures of contruction workers; then simulate the job of a crane operator.

ACTIVITY

This activity has two parts: (1) students draw or cut out of magazines pictures of construction workers to make into a classroom "work" collage;and (2) students participate in an exercise that simulates the jobs of crane operator and supervisor- Along with providing students with an increased awareness of the occupation of construction worker, the activity reinforces skills necessary to successfully and productively work as a member of a group, both in a supervisory and subordinate role. Thus, the activity can not only be integrated into a unit on the community to illustrate various workers and trades, but it also can stand alone as an activity to enhance the overriding social studies objective of preparing students to live and work in the world.

Provide the class with magazines and any other available sources of pictures. In pairs, the students cut out and/or draw pictures of construction workers, especially large machine/equipment operators. The pictures are pasted onto a piece of construction paper to form a collage. When all have been completed, they are placed together on a bulletin board to make one large collage.

Still in pairs, students cut letters from a magazine or newspaper to spell out the name of a worker who appears in their collage (e.g., bulldozer operator, crane operator, carpenter, mason, welder, etc.). Using the letters, list the workers' job title to one side of the collage. The various occupations depicted are then discussed according to the following:

nature of the work performed

working conditions

hours of work

training

To simulate the work of a large equipment operator, divide the class into groups of three. Provide each group with a rod that has a magnet attached to it with a piece of string (similar to a fishing rod). This is the crane. One student in the group acts as "boss" while another takes a turn as the crane operator--each student has a turn as both boss and crane operator.

A pile of objects (things that can be picked up with a small magnet: paper clips, staplers, staples, scissors, eating utensils, keys) sits on the floor in the middle of the group. The boss tells the crane operator which objects he or she wants picked up and where they are to be moved. The operator must move the entire pile of objects but only at the direction of the "boss." The pile of objects should be large enough so the student recognizes the pressure the crane operator is under as well as the tedious nature of the job. The student who is waiting a turn is told he or she is a truck driver, waiting for the crane operator to load or unload his or her truck.

The truck driver times each crane operator. The operator in the group who moves the pile most quickly and without incident is the winner and "gets a raise."

A discussion follows the exercise covering these points:

What kind of person would be a good crane operator?

What kind of training, if any, would a crane operator need?

What would you tell someone who wanted to be a crane operator about the job as you experienced it today?

Would you rather be the boss or the crane operator? Why?

Have you ever seen a woman construction worker? Could a woman get a job as a construction worker? Could she do the work? What would the other construction workers think if they worked with a woman?

You can invite a construction worker to class as a guest speaker.

The class can visit a construction site, both to observe the work in progress and the people working together to complete a project.

Students can compile a scrapbook of different kind of workers and their machines; workers who wear uniforms; people who work outdoors, etc. to add to a career education library.

RESOURCES

Community Contacts:

FREE Information:

Magazines can be obtained from doctor's offices, as well as brought from home by students and personnel.
0088, 0120, 1250, 1249, 0265, 0266, 0117, 1247

Other Resources:

Film: "Machines that Move Earth". Film Associates, 11014 Santa Monica Blvd., Los Angeles, CA. 90025

King Comic Series for Career Education. "Popeye and Construction Careers"

Tools for Building, Jerome Leavett, Children's Press, 1224 West Van Buren St., Chicago, Ill. 60607

The Big Book of Real Building and Wreaking Machines, George J. Zaffo Grosset & Dunlap, Inc. 51 Madison Ave., N.Y., N.Y. 10010

*This activity has been designed and/or used successfully by

Abt Publications
55 Wheeler St.
Cambridge, MA. 02138

Activity #129

Subject Area: Social Studies

Grade Level: Elementary

Title: Help! Fire! Police!

BEHAVIORAL OBJECTIVES:

3.07 The children will show understanding of how the performance of some occupations meets the needs of the community.

*Capsule Activity Description:

Class visits the local fire and/or police department, then role plays and discusses various situations based on the visit.

ACTIVITY 1-1½ hours

Police and fire department personnel are obvious and prominent workers in most communities and students, especially at the elementary level, are often very attracted to them. For this reason this is an especially good time for your students to learn about the services these people perform, their working conditions, and the reasons the community relies so leavily on these workers. Because the fire and police departments are so closely aligned to the community and our way of life, there are several points at which this activity may be integrated into your social studies curriculum.

This activity may be used in a unit on community workers, to explore and demonstrate the community's need for good police and fire personnel.

While studying laws and/or government, this activity shows the ways in which society protects its citizens and how it does so. In this regard, the activity can lead into a discussion of why we have laws, how they differ between societies, different ways laws are upheld, and the various services provided by governments for their citizens.

Arrange for your class to take a trip to the fire and/or police stations so your students can see and talk to these people in their work environment. If contacting those departments directly does not seem feasible, you might try using as your intermediary your principal or some other appropriate school personnel who deals or has dealt with the local fire/police departments. A parent employed by one of the departments or the

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*This activity has been revised from an activity developed by Dr. Marla Peterson, et al. We are grateful for permission to use it. The original activity is part of Coping Behaviors Dimension Guide, K-6 Career Education, U.S. Office of Education, Department of Health, Education and Welfare (Washington, D.C.: 1974).

local traffic officer in front of the school building might also prove helpful to you in arranging this trip.

In many, if not most, towns and cities, the fire and police stations are situated so that a trip to both one the same day can be easily accomplished. If, for some reason, this cannot be done, an equally good alternative is to visit one department and invite a member of the other department (preferably a parent) to class. It is always beneficial for students to see a parent at work, so the extra effort involved in scheduling a trip around the working hours of a parent or getting one to come is well worth it.

Before you leave on your trip or prior to the arrival of your guest speaker, break the class up into small groups of 3-5 students for the purpose of brainstorming. The groups gather questions they would like answered about the occupations of people employed by the fire and police departments. At the end of the brainstorming sessions (5-10 minutes), each group recorder reads aloud his or her group's questions. The questions are put on the chalkboard and discussed, selecting out the best ones for the class to ask the fire and police personnel. Sample questions follow:

> Did you have to go to a special school to be a firefighter?
>
> Do you ever get bored at your job?
>
> Is being a police officer dangerous work?
>
> Do you always wear a uniform at work? Why?

There may well be a number of important questions that your students will not think of in their brainstorming sessions. You might want to bring the following types of questions to your students' attention for discussion.

> Why are women police officers usually only seen directing traffic?
>
> Could a woman be a firefighter?
>
> Would someone your grandparents' age make a good police officer?
>
> If you were a police officer who just got "laid off," what other kind of work could you do?

The field trip or special class session is to give your students the opportunity to ask questions and learn about people who are firefighters and police officers, and to find out:

> What police officers and firefighters really do while working.
>
> What they are really like as people.
>
> The answers to the myriad of questions that have been prepared prior to the special class period and those that "pop" into your students' heads while talking to one of these community workers.

After this class session, the students make up an activity chart for a particular individual they observed while on their trip or for the guest speaker, that would typify a normal working day. An activity chart is a list of the day's activities in chronological order.

Sample: Firefighter

gets up
gets dressed
eats breakfast
goes to the firestation
checks the gas in fire truck and fills it up
washes truck
eats lunch
starts to write up his notes from previous evening training meetings
goes to false alarm
back at station, finishes notes
goes home

The activity charts are read, discussed and compared in light of what was learned about these occupations.

Are these jobs as exciting and dangerous as you thought before you went on the field trip?

Are these services necessary to our community's well-being and safety?

How do police officers uphold the law?

Did you see any women firefighters? Did you see any women at all at the fire or police stations?

Why do you think someone would want to be a police officer or firefighter? Would you want to be one?

To further understand the role of the police officer in the community as an enforcer of laws, a simple simulation can be enacted.

As a class, decide on a common rule that in some way affects the normal routine. For example, returning materials to their proper place, i.e., scissors to the scissors box, staplers returned to drawer, etc.

The class selects 2 or 3 students who are responsible for these materials. Comparisons are drawn between these students and a police officer protecting common property.

The number of scissors is posted on the box and rules established as to when scissors may be used and when they must be in the box.

At a specific and convenient time during the day the scissors are accounted for. If they are not all there a search procedure is decided upon.

Each student searches his or her own desk while the "police" stand by and watch. Al scissors found are returned voluntarily. The students note that laws protect an individual's property from indiscriminate search.

Advise the "police" and the students that no desk can be searched without permission of the "owner" or the teacher.

If the lost scissors are not found, a written record is kept and attached to the side of the box.

Discuss as a class:

the inconvenience of lost property;
the role of the police in protecting property;
why there are laws.

This simulation can be carried out over a period of a week (longer if desired) so that all the students have the opportunity to act as police officer.

Role plays can also be used here to point out various aspects of these jobs that students do not often see. A sample role play follows:

Ms. Taylor: You wish this fire chief would hurry up and see you. He has kept you waiting for almost an hour. Your resume wasn't so long that he couldn't have read it by now. You must admit that it is a good resume and the fire chief should be impressed. You have been to the fire academy and to forest rangers' school and graduated at the top of your class both times. You desperately want this job--the fire chief must hire you.

Fire Chief: What does this Miss Taylor want? She can't be applying for the fireman's job. She's a woman! You wish you didn't have to interview her--if this were the "old" days you could just tell her to go home and learn to type like a good girl. But today--all those silly new laws make you do things that waste your time...Oh rats! Look at this resume! She really is qualified to be a fireman. But I can't hire her--I would be laughed right out of the next fire chief's bowing tournament.

After discussing this role play, the way it was handled by students participating and its implications, bring up the following points for further discussion, if not already dealt with by the class.

Why was Ms. Taylor discriminated against?

[illegible]

What is peer pressure? Have you ever felt it?

Prior: Review vocabulary related to this activity:

discrimination
peer pressure
uphold
resume
laid off
overtime
strike
interview

243

RESOURCES

Community Contacts:

Local newspapers often have regular articles on activities of Police and Fire Departments (i.e. robberies, fires, deaths, etc.)

Local Fire and/or Police Departments

FREE Information:

0209
0212
0338
0216

Other Resources:

Filmstrip: "Fire Department Workers" Society for Visual Education, Inc.
1345 Diversey Parkway, Chicago, Ill. 60614

Activity #130

Subject Area:

Grade Level: Elementary (M.G.)

Title:

BEHAVIORAL OBJECTIVES (4-6):

3.06 The pupils will be able to show their understanding of the interdependence of occupations to fulfill the goals, needs, and functions within a community.

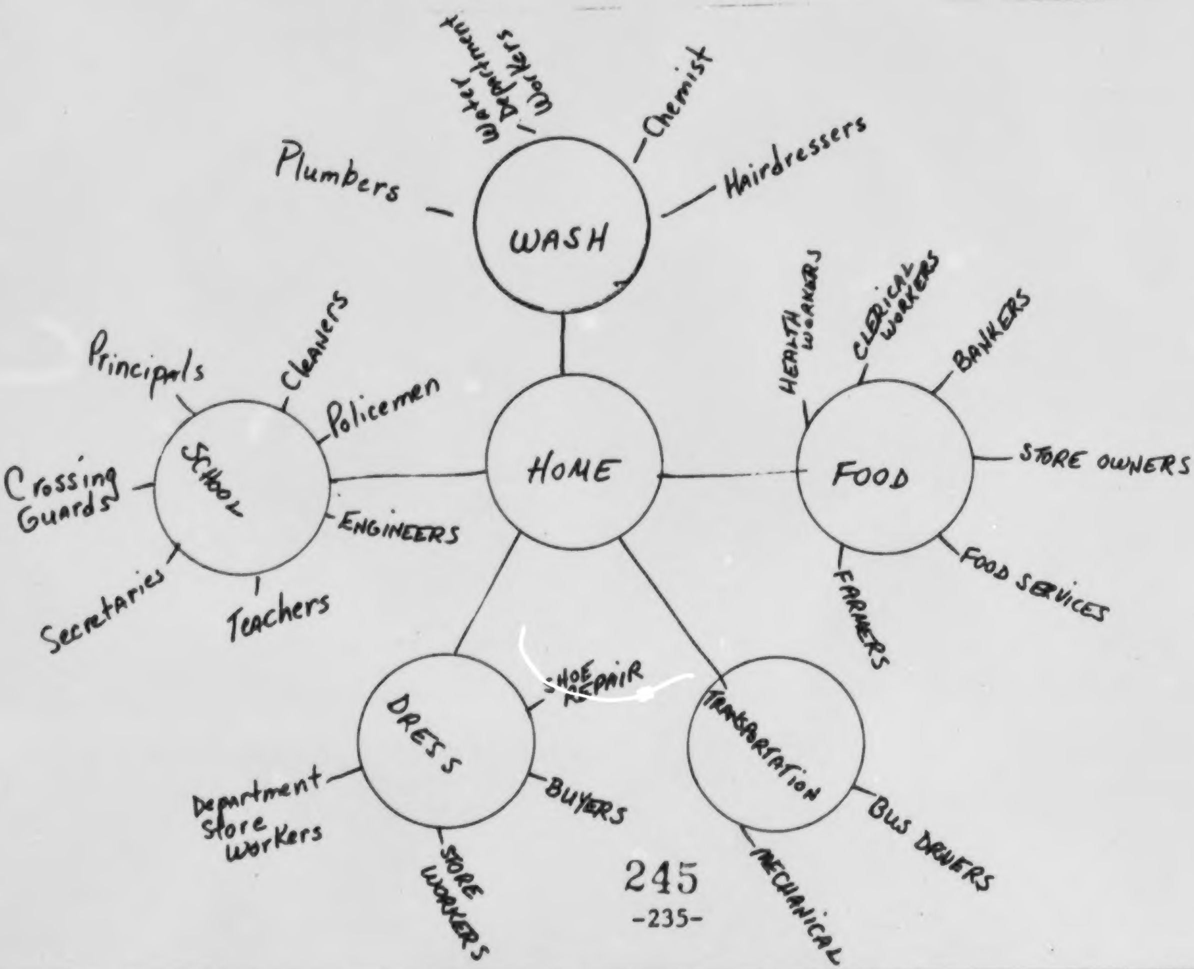
*Capsule Activity Description:

This activity will help children develop fluency and interactions of related occupations.

ACTIVITY

Group I

1. Have group draw a map from their home to school. On the map indicate the various stores, service buildings, and transportation.


Water Department Workers
Chemist
Plumbers
Hairdressers
WASH
Principals
Cleaners
Policemen
Crossing Guards
School
Engineers
Secretaries
Teachers
HOME
HEALTH WORKERS
CLERICAL WORKERS
BANKERS
FOOD
STORE OWNERS
FOOD SERVICES
FARMERS
DRESS
SHOE REPAIR
Department Store Workers
BUYERS
STORE WORKERS
TRANSPORTATION
BUS DRIVERS
MECHANICAL

Group II

2. Have group record all the activities that they were involved in preparation for school, until they entered the school building.
3. With this information both groups will be able to develop a flow chart to begin the study of the interdependence of occupations within the community.

From chart on previous page, class can become aware of the interdependence of occupations in fulfilling the goals and needs within a functional community.

From this chart, class can decide on one area or occupation to research.

Make a list of 50 jobs found in our community.

*This activity has been designed and/or used successfully by:
Jacqueline Taylor
Frederick Douglass Elementary School
Philadelphia, PA 19121

Activity # 131

Subject Area: Social Studies

Grade Level: Elementary

Title: Working on the Railroads

BEHAVIORAL OBJECTIVES:

3.02 The pupils will be able to identify the many types of jobs of a railroad worker.

*Capsule Activity Description:

Class will make a large train and put the different railroad jobs on the train.

ACTIVITY

The teacher will list the following jobs on experience chart; engineers, fireman, brakeman, conductors, porters, dining car stewards, waiters, chefs, telegraph operators, section men, switchtenders, machinist, boilermakers, electrician, signal men, tower men, station agents, ticket sellers, clerks and cleaners. The students will also explain what each job is and how the work is done.

RESOURCES

Community Contacts:

Ask for information on the railroad from Amtrak.

Free information:

0125

Other Resources:

*This activity has been designed and/or used successfully by: Barbara Guerrero
Frederick Douglass
Elementary School
Philadelphia,PA 19121

Activity #132

Subject Area: Social Studies

Grade Level: Elementary

Title: "Work! Who Needs It?"

BEHAVIORAL OBJECTIVES:

4.08 The pupils will be able to identify reasons why people must work and need to work.

*Capsule Activity Description: (45 minutes)

A scrap book of people working.

ACTIVITY

Have children cut out pictures of people doing different types of jobs. Have students label each picutre and write information about each job. Teacher makes a list on expereinced chart of the different jobs found in Philadelphia. Examples: 1. workers on busses and taxi cabs, 2. clerical workers, 3. store clerks, 4. professional workers--teachers, docotrs, nurses, 5. Army and Navy workers, 6. seamstress, 7. cooks, 8. telephone workers, etc.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by:

Barbara Guerrero
Frederick Douglass Elementary School
Philadelphia, PA 19121

Activity #133

Subject Area: Social Studies

Grade Level: Elementary

Title: "Earning A Living" (A)

BEHAVIORAL OBJECTIVES:

3.02 The pupils will be able to identify the many types of jobs in the
3.11 community.

*Capsule Activity Description: (one hour)

Class will write a paper about workers in the community.

ACTIVITY

The teachers will group the students according to their job choices. The students must use the library to help them find information for their papers. The group must choose a person to read their report to the class. Then the class must match their reports with the collages hanging in the classroom.

RESOURCES

Community Contacts:

Ask teachers for old magazines.

Free Information:

Other Resources:

Use school library to help find information.

*This activity has been designed and/or used successfully by:
Barbara Guerrero
Frederick Douglass Elementary School
Philadelphia, PA 19121

Activity #134

Subject Area: Social Studies

Grade Level: Elementary

Title: "Earning A Living"

BEHAVIORAL OBJECTIVES:

3.11 The pupils will be able to identify the many types of jobs in the community.

*Capsule Activity Description: (one hour)

Class will make a collage form pictures of different community workers.

ACTIVITY

The students will cut out pictures from magazines and old newspapers and write their names on the back. The teacher will then group the students into small groups according to job choices. Each group will make a collage for their job choices and show it to the class. Each group must frame their collage and display it in the classroom. Titled: "Can You Guess What My Job Is?"

RESOURCES

Community Contacts:

Ask neighbors for old magazines.

Free Information:

Other Resources:

Use school library to help find information.

*This activity has been designed and/or used successfully by:

Barbara Guerrero
Frederick Douglass Elementary School
Philadelphia, PA 19121

Activity #135

Subject Area: Social Studies

Grade Level: Elementary

Title: "You Have Work To Do"

BEHAVIORAL OBJECTIVES:

6.01 To explore ways we can be good workers.

*Capsule Activity Description:

The class will make "good worker" buttons for the best workers in the class.

ACTIVITY

Each student will be asked to give one example of a good class worker. The teacher will list the examples on the experience chart. Then the class will group the examples that are alike. The teacher must explain that the school work that is done now has something to do with earning a living later. Examples: Good workers get to their jobs on time; good workers finish the job hs is expected to do; workers must be able to get along with their employers and with people with whom they work. Talk about these and other ways in which you can be a good worker at home and at school.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by:
Barbara Guerrero
Frederick Douglass Elementary School
Philadelphia, PA 19121

Activity #135-A

Subject Area: Social Studies

Grade Level: Elementary

Title: Dial 911 (A)

BEHAVIORAL OBJECTIVES:

3.07 The children show understanding of how the performance of the police department meets the needs of the community.

*Capsule Activity Objectives:

Plans for the field trip to the police department.

ACTIVITY (45 minutes)

The teacher writes down the information to be obtained from the field trip. Examples:

I. Information to be obtained:
  a. Why are we taking this trip?
  b. What do we want to find out?
  c. To what shall we give special attention?
  d. What people do we expect to meet?
  e. What questions shall we ask?
  f. How shall we keep a record of the things we learn on this trip?
  g. What shall we look for along the way?
  h. How shall we travel and by what route?
  i. How long will it take?

II. Safety measures
  a. What rules shall we make for our safety?
  b. How shall we conduct ourselves?

RESOURCES

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by:
Barbara Guerrero
Frederick Douglass Elementary School
Philadelphia, PA 19121

Activity # 136

Subject Area: Social Studies

Grade Level: Elementary

Title: Dial 911 (B)

BEHAVIORAL OBJECTIVES:

3.07 The children show understanding of how the performance of the police department meets the needs of the community.

*Capsule Activity Description:

Discuss information gained from the visit to the police station.

ACTIVITY

Teacher list on the board good reasons for calling the police.

Examples:
1. Illness: someone needing to be rushed to the hospital.
2. Theft and fobbery: when some is stealing from neighbors and stores.
3. Disturbance and fighting: when someone is very disruptive.
4. Missing persons: when someone, or a child is missing or lost.
5. Car accidents etc.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by:

Barbara Guerrero
Frederick Douglass Elementary School
Philadelphia, PA 19121

Activity #137

Subject Area: Social Studies

Grade Level: Elementary

Title: Dial 911

BEHAVIORAL OBJECTIVES:

3.07 The children show understanding of how the performance of the police department meets the needs of the community.

*Capsule Activity Description:

Class will visit the local police department. Then discuss information gained from the trip.

ACTIVITY (1-1½ hours)

Have pupils list on a sheet of paper reasons people call the police department. Discuss the reasons with the class and explain why one should have a good reason for calling the police.

Have pupils role play how they would answer some of the police calls that come into the station.

RESOURCES

Community Contacts:

Have police man or police woman come into the classroom and talk to the students about the job of a police man.

Free Information:

0210, 0209

Other Resources:

*This activity has been designed and/or used successfully by:

Barbara Guerrero
Frederick Douglass Elementary School
Philadelphia, PA 19121

Activity # 138

Subject Area: Social Studies

Grade Level: Elementary

Title: "I want to be independent" (A)

BEHAVIORAL OBJECTIVES:

7.01 To explore ways we can be dependent and ways we can be independent.

*Capsule Activity Description:

Students learn about deciding for themselves.

ACTIVITY

Have the children read and discuss the reasons why the United States wanted to be independent from the mother country. Discuss the steps the settlers took in bringing about their final independence and the necessity for being self-sufficent.

Discuss in what ways we are independent and dependent upon others. Have children make a daily report on the things done in a day to help them become more independent.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by:

Barbara Guerrero
Frederick Douglass Elementary School
Philadelphia, PA 19121

Activity # 139

Subject Area: Social Studies

Grade Level: Elementary

Title: "I want to be independent"

BEHAVIORAL OBJECTIVES:

7.01 To explore ways we can be dependent and ways we can be independent.

*Capsule Activity Description:

Students learn about deciding for themselves.

ACTIVITY (1-1½ hours)

Discuss in what ways we are independent and dependent upon others, and in what way we would like to be more independent.

Have the children fill out a form "Can you decide for yourself?"

Can you decide for yourself:	Yes	No	Who Does
1. to go to school			
2. what TV shows to watch			
3. how much money to spend on books			
4. who you have as friends			
5. the time school starts			
6. what to eat for lunch			
7. what to buy your mother for her birthday			
8. what clothes to wear			
9. what games to play after school			
10. what clothes to buy			
11. where stop lights are placed			
12. what books you use in school			

RESOURCES

Community Contacts:

Free Information:

Other Resources:

Social Studies supplement: Enrichment and skill development.

*This activity has been designed and/or used successfully by:

Barbara Guerrero
Frederick Douglass Elementary School
Philadelphia, PA 19121

Activity #140

Subject Area: Social Studies

Grade Level: Primary/Intermediate

Title: "Decision Awareness"

BEHAVIORAL OBJECTIVES:

5:02 The children will demonstrate their understanding that decision making involves responsible action.

5.03 The children will display recognition that decision making involves some risk taking.

8.06 The children will show understanding of how leisure time can provide some rewards of work.

8.07 The children will exercise creativity in approaching leisure activities.

8.08 The children will be able to give their impressions of what they consider a meaningful life.

*Capsule Activity Description:

Students become more aware of the decision making process, and will develop effective decision-making skills and strategies.

ACTIVITY: (four class periods)

The counselor and teachers might work together to create a module of activities to implement Decision Awareness in the classroom. Some suggested activities are:

1. Decision Charts: The class will develop a series of charts which depict decisions made during various time segments, e.g., from getting up-to arriving at school; from beginning-to end of recess; during lunch and from time school ends until dinner. In discussions students will become aware that the series of decisions they make differs from those others make.
2. Plan-A-Day: The class will work together to plan the classroom activities for a day.

After the activities have been decided, the students will identify influences upon their decisions such as: which decisions were made immediately, which decisions were made by others for them, which decisions could have been made later in the day. They will discuss those decisions which were most difficult to make and why.

3. Life-Style Prediction: The class will be divided into small groups (3-6 students). Each group will decide on one occupation they find interesting. Together they will discuss and predict what type of lifestyle a person in this occupation might have and will chart their predictions in terms of: hours on the job, home life, leisure activities, job responsibilities and duties, salary, and job entry requirements.

The groups will check the acuracy of their predictions in one of a number of ways.

a. Using the Community Resource File, obtain an address of an community member in the occupation. Send predictions to the community member and request a reaction to predictions.

b. Contact the community members of telephone and report to the class the accuracy of their predictions.

c. Invite the community members to the class to check the accuracy of their predictions.

4. Evaluating Alternatives: Working in small groups, the students will identify alternative ways of accomplishing a specific task. From their lists, each group will select what they feel to be the best alternative. After the task is completed, the class will discuss reasons for their selection of alternatives.

RESOURCES

Community Contacts:

Community Members who are in the occupations the children list - Invite them to class to check the accuracy of the students predictions.

FREE Information:

Use the school library to use reference books to check accuracy of students predictions.
Occupational Outlook Handbook
D.O.T.
Filmstrips on various careers

Other Resources:

*This activity has been designed and/or used successfully the Pennsylvania Department of Education.

Activity #141

Subject Area: Social Studies

Grade Level: Elementary/Primary

Title: "Me,Myself and I"

BEHAVIORAL OBJECTIVES:

1.03 The children will demonstrate their understanding that personal characteristics can sometimes be changed.

1.06 The children will display the understanding that each child is unique and special.

1.07 The pupils will show understanding of the expanding concept of self.

1.08 The students will display understanding that since each individual is unique, he/she is capable of unique contributions.

*Capsule Activity Description:

Students develop knowledge of unique personal characteristics and recognize that self is constantly changing by partaking in this activity.

ACTIVITY: 30-40 minutes

1. Show photographs of children-have each child find his picture.
2. Ask each child, "How do you know this is you?" (Answers-my hair, eyes, body-This is Me!)
3. Write the word 'ME' above a large drawing of an outline of a body. Ask the students the following questions:
    a. Could this be you?
    b. What is missing that would make this you? (Eyes, nose, mouth, clothes, etc.)

Have the students draw these on the outline of the body.

4. Ask the students if anything else is missing. What makes you-you? (If they do not respond with-feelings such as, angry, happy, sad; give them an example they would react to, such as someone making them angry).
5. Then have the students write words describing their feelings around the outline of the body, such as, tears for sad, smile for happy, etc. Young children will only begin with these feelings, so you may wish to add others, such as-frightened, excited, etc.
6. Have them draw a picture of themselves being angry, happy, frightened. Help each child write one sentence telling what happened to him/her.
7. Discuss these pictures and why it is all right to show these feelings sometimes.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by PA. Department of Education.

Activity # 142

Subject Area:

Grade Level: Elementary/Intermediate

Title: "Awareness of Parent Jobs"

BEHAVIORAL OBJECTIVES:

3.05: The children will demonstrate awareness of careers of family members.

3.06: The children will show recognition of the interdependence of family members as workers in the home.

*Capsule Activity Description:

Given interviewing techniques children will deomnstrate ability to interview parents of students as to their employment.

ACTIVITY

Given the need for children to respect and be aware of the many occupations involving the families represented in the classroom, the teacher will:

discuss the variety of occupations represented by each child pantomiming the parents' occupations in their home.

discuss the importance of employment in providing basic needs of food, clothing, and shelter.

discuss pertinent information for the child to find out in an interview. (In case of an unemployed parent, the child may interview another adult.)

discuss courtesy to the person being interviewed.

Procedure:

All children will be involved in the discussion. All ideas should be accepted and the teacher should guide the child's thinking without making anyone feel neglected or left out. An informal setting will create interest and enthusiasm.

All children will participate in as many of these activities as he is interested in or which time allows.

Give each child an opportunity to report his information to the group.

Categorize occupations which are interviewed as children desire.

Discuss reasons why there are varieties of occupations.

Discuss some occupations not found in this group but which are known to the children.

Creative writing topic: "Would You Like to Have the Job of the Person You Interviewed?"

Make bulletin boards, dioramas, murals, booklets, etc., on occupations discussed.

In Summary

Students could share the information they gained through a radio broadcast to the class.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed an/or used successfully by:

Iris Lange, Ellen Johnson, Roslyn Arneson

Activity #143

Subject Area: Economics, marketing

Grade Level: 4th

Title: "Chain Gang" (part B)

BEHAVIORAL OBJECTIVES:

3.17: The pupils will show awareness of existence and importance of interdependence of jobs.

3.13: The students will identify several careers and the specialized jobs that are related to each other.

*Capsule Activity Description:

Class studies the interdependent nature of our local economy.

ACTIVITY

1. Purchase a hoagie from a local sandwich shop and ask proprietor for a list of the ingredients he used in making the hoagie.
2. Make a hoagie with the children, letting them assemble it themselves.
3. Discuss the ingredients with the children. Follow path of roll (hoagie) from grain to store. What jobs are involved at each step? a. Which specialist plants and cultivates grain? Requirements for the job. b. Which specialists grounds the grain into meal on floor? Requirements for job? c. Discuss other specialists and job requirements(i.e., baker, deliveryman, storekeeper, etc.)
4. Use a similiar approach for each ingredient in hoagie. List all jobs that result from manufacture, growth or preparation of various foods. Special training needed? Uniforms?

RESOURCES

Community Contacts:

1. local sandwhich shop proprietor
2. visit bakery, distribution center

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by: Shirley Scott
Frederick Douglass Elementary School, Philadelphia, PA 19121

Activity # 144

Subject Area: History, Physical Ed.

Grade Level: 6th

Title: Ancient Civilizations-
Olympics

BEHAVIORAL OBJECTIVES:

2.05 The pupils will show their recognition of the role of education in career and life goals.

3.23 The pupils will show recognition of the role of present school experiences in preparation for future career performance.

3.24 The pupils will show recognition that some jobs have specific but common requirements for job success.

*Capsule Activity Description:

At the end of the lesson, the student will be able to identify and describe the various careers represented by the Olympics.

ACTIVITY

LARGE GROUP: After studying the Olympics of Ancient Greece, prepare and present an Olympic contest by the class. Decide what events will be included and choose athletes. Discuss other people involved in the Olympics and choose them from the class - trainers, coaches, judges, announcers, officials, etc.

SMALL GROUP: Divide the class into groups according to their job for the Olympics and have them prepare for the contest. After preparation have the contest with winners being chosen and receiving awards.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

Physical Education teachers and coaches, books about the Olympics, biographies of famous athletes.

*This activity has been designed and/or used successfully by:

Mary Swift, Friendship Central School, Allegheny County, New York.

Activity #145

Subject Area: Physical Education/
Guidance

Grade Level: Primary

Title:

BEHAVIORAL OBJECTIVES:

1.13: The children will be able to identify responsibilities that they have to others--e.g., honesty, fairness.

7.03: The children will display awareness of groups and the interactions of group members.

*Capsule Activity Description:

The children will be able to describe the importance of teamwork in athletic activities and to relate this to life situations.

ACTIVITY

The teacher discusses the importance of teamwork, sportmanship, and fair play. Team activities should be planned as part of the physical education program.

The pupils participate in team sports. A discussion of the importance of good attitudes, teamwork, and good sportmenship should include the carry-over of these ideas to real-life situations. Professional athletes might be available for presentations to the class. Films of team sports can be shown.

The teachers observe pupil participation in team activities and group discussions and evaluates papers on the importance of good attitude, sportmanship and teamwork.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

Guidance specialist
Films
Athletic equipment

*This activity has been disigned and/or used successfully by: CA State Dept. of Education, Sacramento, CA 1977. Implementing Career Education Instructional Strategies Guide for Kindergarten through grade twelve.

Activity 146

Subject Area: Safety Education

Grade Level: 1st - 4th

Title: School Safety

BEHAVIORAL OBJECTIVES:

6.10 The pupils will show awareness of expertise that is needed to use tools, equipment, and materials.

*Capsule Activity Description:

a. To develop awareness of the hazards within the school building and ways of avoiding them.
b. To develop those understandings and skills which will result in the safe use of school facilities, equipment and supplies.

ACTIVITY

Children should

A. Recognize the great number of accidents that occur in school as a result of

1. Falls and collisions due to running, roughness, tripping, pushing and fighting
2. Carelessness

    a. sudden opening of doors
    b. open windows
    c. sharp tools

3. Injuries caused by balls or other moving objects.

B. Recognize the great number of accidents that occur on school grounds as a result of

1. Falls and collisions
2. Carelessness in play
3. Hazards such as broken glass, slippery surfaces, window and stair wells, swing frames, steps and other obstructions.

C. Follow-up:

1. Have students make a list of safe games to play inside the building.
2. Have students make a second list of safe games to be played in the school yard.
3. The students should make a list of rules to follow to prevent accidents while playing.
4. The students should make a list of rules to follow to prevent accidents while using tools, and other school facilities, while doing school activities.
5. The rules should be reviewed from day to day with the students.

RESOURCES

Safety Education in the Elementary School
Division of Safety Education, Philadelphia Public Schools

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by:

DeLoris S. Smith, Teacher
Frederick Douglass Elementary School
Philadelphia, PA 19121

Activity # 147

Subject Area: Safety Education

Grade Level: 1st - 4th Grades

Title: "Safety in Public Places"

BEHAVIORAL OBJECTIVES:

6.09 The pupils will identify the need for safety as related to tools, equipment, and materials.

*Capsule Activity Description:

To help children to develop the ability to use good judgement for their own personal safety as well as the safety of others.

ACTIVITY

Play is necessary for the growth and development of every child. Unfortunately, however, in play as in other activities, children have many accidents. The majority of accidents occur at times when children are responsible for their own safety. For this reason, instruction in safety is imperative.

1. Children should
    a. Know the importance of play as an acitvity in growth and development.
    b. Recognize that many accidents in play occur outside of school hours during unsupervised activities.
    c. Recognize the importance of consideration for others as well as self.
2. Children should
    a. Get acquainted with the safe places to play near own home.
        1. play in own yard unless permission is granted to do otherwise
        2. remain on the sidewalk away from the curb when running, jumping, skating, or riding sidewalk vehicles such as tricycles, scooters
        3. play cautiously near driveways
        4. play indoors during inclement weather
        5. play only in a street designated by police as play area
3. Follow-up:
    a. Have the children make a list of the parks and playground in and around their community.
    b. Have children make a list of things in playgrounds which could cause accidents if not used properly.
    c. Have children make a list of safety rules that they must obey in order to prevent accident where others are concerned.

RESOURCES

Safety Education in the Elementary School
Division of Safety Education. Philadelphia Public Schools

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by:

DeLoris S. Smith, Teacher, Frederick Douglass School, Philadelphia, Pa.

Activity # 148

Subject Area: Appreciation and Attitudes

Grade Level: Special Ed (TMR)

Title: "Doing My Thing"

BEHAVIORAL OBJECTIVES:

8.09 The children will identify things that they enjoy doing in their extra time and how things contribute to their satisfaction.

*Capsule Activity Description:

Use one week (Recreation week) for a review and learning experience of enjoying their free time, meaningfully.

ACTIVITY

Before activity, survey many ways of spending recreational time with the family or by oneself at home.

Include with the class list:

-Games
-Radio and TV
-Records
-Hobbies
-Family celebrations

After listing the activities at home and outside, go into depth on the activity:

Games: divide the class into two groups. Bring into school checkers, bingo, and cards. Have the groups learn to play all three types of games. (With TMR's this activity would take a week of reviewing the rules)

Radio: TV Keep a list (diary form) of one week of class viewing. Discuss the programs best liked and why.

Records: Listen to a variety of types of records: stories, current favorites, classical, etc. Review the use and care of the classroom record player.

Hobbies: List hobbies that pupils enjoy:
cooking
collecting
drawing
dancing

Have a volunteer demonstrate a hobby. Teacher demonstrates her hobby--drawing.

Family Celebrations: Bring in pictures of times when the family had good times as birthdays. Write an experience story on celebrations enjoyed at home.

RESOURCES

Community Contacts:

Parents contacted for home activities

Free Information:

Other Resources:

Games used, cards bingo checkers.

*This activity has been desgined and/or used successfully by: Gail Flegal
Teacher, Frederick Douglass Elementary School, Philadelphia, PA 19121

Activity # 149

Subject Area: Beginning Competency

Grade Level: TMR-Special Education

Title: "Workshop Haven"

BEHAVIORAL OBJECTIVES:

6.10: The children will be able to identify various tools that are used to complete tasks.

*Capsule Activity Description:

Setting up a Pre-Fab Workshop" The students will demonstrate their abilities in identifying and using the necessary tools required for specified jobs.

ACTIVITY

Organize a pre-fabed classroom workshop in some center area of the classroom. Create specific jobs and a work force of students to handle routine workshop chores.

After distributing the various chores and setting out the special materials. Inform the students that they are to identify and gather the tools needed to proctice the skills utilized in their praticular chore area.

Set up sample chore activities in each chore area with pictures and actual materials for assembling samples and allow the students to see what is needed for their area.

Preparatory Questions:

1. What is needed?
2. What is this called?
3. What do you do with this?
4. Show me how you would use it?
5. Name all the tools needed for your chore.
6. Which tools have you used?

Tasks for independent task:

Develop chore area:
  Examine articles and sort according to specification
    1. lace-string
    2. packing according to pattern
    3. use tools to manipulate simple machines
  Assembly parts of objects into whole objects:
    1. nuts and bolts
    2. leather goods(key cases, link belts, change purses)
    3. small objects (plastic toys, costume jewlery)
    4. measuring and cutting

Collation:
1. by size-scratch pads
    a. Color-reports with different colored pages
    b. separeate items by color
2. Packing boxes
    a. small-(paper clips-disc.)
    b. large-(books-pencils)

RESOURCES

Community Contacts:

Visitation of various already set-up workshops at various district schools (e.g. Brooks Educational Center, Mohr Educational Center also Franklin Learning center)

Free Information:

Filmstrip and Workshop Movies--Supplied by regional School District movie library.

Other Resources:

Assembling samples
measuring materials
school and office supplies

Developmental Learning Material (DLM) Photo Library- Tools and Hardware Photos

*This activity has been designed and/or used successfully by: Carol M. Pearson

Frederick Douglass School, Philadelphia, PA

Activity # 150

Subject Area: Career Awareness

Grade Level: TMR- Special Education

Title: "People Work At Many Kinds Of Jobs"

BEHAVIORAL OBJECTIVES:

3.10 The children will show awareness that people do different things at their work.

*Capsule Activity Description:

How and why jobs are done in a certain fashion also a day as a custodial worker and observer in my school. The jobs that many individuals handle to keep my life pleasant.

ACTIVITY

Make a Mural around the theme "People Work At Many Kinds Of Jobs" This is done with free hand drawings and/or cutting a pasting appropriate pictures from magazines.

The students will then list (at least five) jobs that they feel that they can perform successfully within the ocmmunity. They will state the basic services provided by the workers.

The job list:

1. Construction/Building Trade Helpers:
    - a. plumber's helper
    - b. painter's helper
    - c. brick layer
2. Custodial Services for Office Buildings, Institutions, Warehouse Factories, Schools, etc.
    - a. janitor
    - b. rest room attendant
    - c. window washer
    - d. floor cleaner/polisher

Collect pictures showing the services performed and the tools and equipment used by the custodial staff at school.

-Custodial staff jobs

1. watering and caring of grounds
2. emptying wast baskets
3. cleaning hallways
4. washing and waxing floors
5. clearning and dusting offices and auditorium
6. cleaning toilets, sinks and water fountains (general lavatory and care and maintenance).
7. caring for and displaying the flag
8. assisting in minor repairs
9. delivering supplies

RESOURCES

Community Contacts:

Visitation by representatives various occupations that the students listed to explain their job duties.

Field trips to construction plant and to school custodial area.

Free Information:

Vocational Education Information Network
Stayer Research and Leaning center
Millersville State College
Millersville, PA

Other Resources:

Classification Game-Instructo Publication
Peabody Language Cards: professional workers
Film: Our Neighborhood workers Filmstrip series-Eye-Gate Publication
Teacher-Instructional Modules for Vocational Curriculum Guide

*This activity has been designed and/or used successfully by: Carol M. Pearson Frederick Douglass School, Philadelphia, PA

Activity #151

Subject Area: Career Awareness

Grade Level: TMR-Special Education

Title: "Community Helpers"

BEHAVIORAL OBJECTIVES:

3.07: The children will show understanding of how the performance of some occupations meets the needs of the community.

*Capsule Activity Description:

Class will walk around the neighborhood, observing the work of community helpers that is meaningful to the the children--Policemen on corner, street cleaners, postmen delivering mail, barber cutting hair, etc.

ACTIVITY

Talk about the kinds of work done by the mentioned individuals. Observe community workers who come in contact with the school and invite them to visit the class. On our walk visit the places associated with the community helpers, (e.g. police station, post office, sanitation facility, etc.) Pretend to be a community helper while role playing with fellow students. Discuss and act out ways student and citizens can cooperate with community helpers.

RESOURCES

Community Contacts:
Phila. police station--police officer
Phila. sanitation department-street corner

Free Information:
Coloring books about police officers-distributed to students.
Brochures on each community helpers job.

Other Resources:
Watch "Chips" on Sunday.
The community-In-Lay Puzzels
Community helpers Activities Set I and II
My community teaching pictures
Community helper bulletin board
Community responsibility (filmstrips)Warren School Production

*This activity has been designed and/or used successfully by: Carol M. Pearson
Frederick Douglass School, Philadelphia, PA

Activity # 152

Subject Area: Career Awareness

Grade Level: Special Ed (TMR)

Title: "Food in My Neighborhood"

BEHAVIORAL OBJECTIVES:

3.02 The children will display their understanding of the variety and complexity of occupations and careers.

*Capsule Activity Description:

Part I Students will realize the different types of establishments to buy local food

Part II and the people that work in the store.

ACTIVITY

Bring in store ads on food produces. Display and ask students where the items could be purchased. Write down the different replies.

Display the various food exchanges with pictures of:

supermarket
neighborhood (corner store)
street stand
hucksters or vendors

-ask who has been or seen one of the above food stores.
-where could we find the store as to our neighborhood school
-what day does the fish or fruit huckster come down school street?

Make a map of the neighborhood with the stores located on it. Have the student trace their way to the store with a list of needs. Give each student a list of items without the clue of where to purchase the list. The need to use the closest store to the school to purchase the list and all items must be purchased at the one store. Use the school made map.
Ask - why you could not depend on a huckster for needed items? What is the advantage of buying from a huckster. Meet the huckster that next time he makes his weekly stop on (Van Pelt Street-at the school).

RESOURCES

Community Contacts:

Local huckster on Van Pelt Street

Free Information:

Other Resources:

Our Neighborhood Workers--filmstrip series Eye-gate

Some Neighborhood Workers Eyegate

Peabody Language Card (Kit P)
Community

*This activity has been desgined and/or used successfully by: Gail Flegal Teacher, Frederick Douglass Elementary School, Philadelphia, PA 19121

Activity # 153

Subject Area: Career Awareness

Grade Level: Special Ed. (TMR)

Title: "Working with Food"

BEHAVIORAL OBJECTIVES (K-3):

3.02 The children will display their understanding of the variety and complexity of occupations and careers.

*Capsule Activity Description:

Part I Students recognize the different employees within the neighborhood food stores.

ACTIVITY

Using the lesson of recognizing what food stores are in the neighborhood and what items can be purchased, continue with who is employed at the store.

Starting with the largest food store-the supermarket, list the people that need to work there:

-produce-person
-dairy-person
-meat-person
-stock-clerk
-checher or cashier
-bagger or packer
-manager

With the use of a large chart continue lisitng employees for corner store, fruit stands, hucksters. Talk about the reason for more or less employees at different stores. By using one of the jobs as a stock boy show the different responsiblility from a supermarket to a fruit stand. With the use of store items as coffee cans-demonstrate the stocking of the class shelves, and the need to display for labels to be seen, pricing the coffee cans, restocking the shelves, displaying the cans differently (creative).

Review the responsiblity of a good employee.

RESOURCES

Community Contacts:

People who work:

Supermarkets
corner stores
bakery
meat market
street stand
hucksters

Free Information:

Other Resources:

Peabody Kit #B-Voe Pictures of store items and employees of stores.

Community Responsiblity Filmstrips (Warren School)

*This activity has been designed and/or used successfully by: Gail Flegal Teacher, Frederick Douglass Elementary School, Philadelphia, PA 19121

Activity # 154

Subject Area: Career Awareness

Grade Level: Special Education

Title: "People at the Zoo"

BEHAVIORAL OBJECTIVES:

3.10 The children will show awareness that people do different things at their work.

*Capsule Activity Description:

Our class has a June trip to the zoo planned, beforehand the student will be aware of the different employees that work at the zoo.

ACTIVITY

Introduce the activity with filmstrip "Let's go to the Zoo" #454

After the film discuss the employees at the zoo,include in class list:

-cashier
-ride operators
-vendors
-refreshment stand employees
-caretakers
-gardeners
-repairmen
-watchman
-director
-Doctor(vet)

What do the employees do? Why are they needed? Do they help the animals? How do they make the zoo better? Have each student select one worker to try and find on his trip. If worker can't be found-observe the work that we have discussed that the worker might do. For example, observing the gardens at the zoo if the student selected the gardener. Conclude with a discussion on how we might help the workers while at the zoo.
-clean up our trash
-don't walk on area that say "No Trespassing"
-stand in lines for food
-take turns at viewing the small animal cages

Follow up activity-- on class trip take pictures of the employees and classify them into jobs.

RESOURCES

Community Contacts:

Zoo employees aware of our visit with observations into their work.

Free Information:

Other Resources:

Filmstrip "Let's go to the Zoo" #454

Classification Game (Instructo Publication)

Zoo Lotto (Milton Bradley)

*This activity has been designed and/or used successfully by: Gail Flegal
Teacher, Frederick Douglass Elementary School, Philadelphia, PA 19121

Activity # 155

Subject Area: Employability Skills

Grade Level: Special Ed (TMR)

Title: Snack Activity "Banana Float"

BEHAVIORAL OBJECTIVES:

7.02 The children will demonstrate the ability to work independently and in groups to attain a goal.

*Capsule Activity Description:

Snack Activity as a learning experinece for developmentally independent and group.

ACTIVITY

The making of a "banana float" can do much more than provide something to eat. This activity can help build a number of developmental skills for children, including fine motor skills, social interaction and languare skill.

Awareness of short attention spans for this group of TMR's made it advisable to limit snack activities to 15-30 minutes, including eating. Recipes should be eaten shortly after the activity also.

The using of nutritional food should be a prime consideration in an activity since an overweight problem is somewhat common among the given group.

A. Learning objectives:

1. Identify the verbalized word "float" with the concept of floating.
2. Use a knife to cut a large object into smaller pieces.
3. Working together on an activity produce an end result; as well as working alone
4. The nutritional value of the recipe is the apple juice as an alternative to sugar sweetened soft drinks.

B. Ingredients:

1) one can apple juice, unsweetened
2) three small bananas

C. Equipment:

1) measuring cup
2) pitcher for juice
3) for each student: drinking cup, dull knife, spoon and napkin.

D. Recipe yeild:

1) 12 servings at ½ cup each

E. Other materials:

1) show pictures of floating objects as a boat, etc.
2) with a plastic tub-demonstrate classroom objects that float in water. pencil, etc.

F. Preparation Procedures:

1) Have student pour ½ cup of apple juice in each cup, peel banans.
2) Given a section of a banana--show student how to cut bananas as assist in cutting if necessary
3) Place banana in juice and tell student that it is floating
4) Review the pictures of floating objects and repeat that they are floating too
5) Student use spoons to eat banana--slices from juice. Drink the apple juice.

G. Group Interaction:

1) naming the pictures--telling each other the answers
2) talking about end result of activity--discuss the next snack that group could make as--homemade peanut butter or fresh applesauce. How the group could work better together is discussed.
3) Social skills are reinforced (sharing and taking turns)

H. Independent Activity:

1) Measuring cup; slicing bananas; setting individual area with napkin.
2) Floating of classroom object in water--independently list item on experience chart on activity.

RESOURCES

Community Contacts:

Home Economics Teacher--value of nutritional snacks

Free Information:

US Dept of Agriculture. Food. Washington DC Government Printing office, 1979.

Wanamaker, N. Hern, K and Richards, S. More than graham crackers. Washington, DC National Association for Education of Young Children, 1979.

Goodwin, M.T. and Pollen, G., Creative Food Experiences for Children. Washington, DC Center for Science in the public interest, 1974.

Other Resources:

Instructo kits for Flannel Board (Nutrition)

Book- What is a Balanced Diet
Sealtest Consumer Service
New York, NY

Peabody Language kit level #1 (pictures)

*This activity has been designed and/or used successfully by: Gail Flegal
Teacher, Frederick Douglass Elementary School, Philadelphia, PA 19121

Activity # 156

Subject Area: Economic Awareness

Grade Level: TMR-Special Education

Title: "I can do it too"

BEHAVIORAL OBJECTIVES:

4.10 The children will display awareness of the necessary preparation that is required in order to perform certain tasks.

*Capsule Activity Description:

Class will become involved with preparation of simple meals while concentrating with learning basic cooking skills.

ACTIVITY

Class will gather in Home Economic Room. Pictures will be used to first identify necessary supplies. We will get out and put away needed supplies and cooking equipment(using actual objects)

We will develop a bulletin board utilizing the needed preparatory supplies. We will set-up patterns on how to set a table, then gather supplies needed and actually set a table. Clear the table and return supplies to proper utensil drawers.

Learn and name common utensils:
measuring cups, spoons, bowl, mixer, and spatula, etc.
Learn some basic cooking items:
boil, fry, bake, mix(stir), beat, fold, etc.

Concentration on measuring procedures gathering proper utensils needed in order to measure foods.

The ending for the activity is to plan a healthful meal, by first preparing the kitchen with the proper utensils needed.

After the activity has been accomplished there will be a review lesson using the following questions. (also individual cooking procedure books will be made).

1. name the items in the room
2. name the items you could use to set the table
3. name the items you would use in cooking

You are making breakfest for your family--what supplies and equipment will you need?

RESOURCES

Community Contacts:

Field trips to:
Local super market
local restaurant
local Italian market--9th street in South Philadelphia.

Free Information:

Other Resources:

Home Economics room and equipment
housekeeping supplies: food, plates, pots, etc.
Film: Food for Health
Skill at the Sandwich Counter

Developmental Learning Materials all purpose Photo Library:
food pictures
household materials pictures

*This activity has been designed and/or used successfully by: Carol M. Pearson
Frederick Douglass School, Philadelphia,PA

Activity # 157

Subject Area: Self Awareness

Grade Level: Special Ed (TMR)

Title: "Doing My Part"

BEHAVIORAL OBJECTIVES:

1.12 The children will recognize the role of each family member, and that individual task performance is a part of effective family membership.

*Capsule Activity Description:

Students learn that they are an important effective family member with definite helpful tasks.

ACTIVITY

Using oak tag, each student traces a large tree with several branches on it. They cut it out and mount it on construction paper. Using gum labels they place a family member's name on each branch of their family tree (include themselves). Discuss how each of the members need to help the family. What are the various jobs in the family.

Focus on their responsiblity for being a good family member.
Chart ways to help at home
Include:
- picking up belongings (toys-games)
- hang up coats
- dust
- vacuum
- make beds
- run errands
- scrub the floor
- grooming
- set the table
- wash and dry dishes
- pick up trash
- care for pets

Have them check the jobs that they now do at home. Select one new job to work on at home, after a week of daily review in school-- as making a bed or setting the table. Daily do it in the classroom where a bed and dishes are provided. Contact the home through a class letter as to what their child is planning to do.

RESOURCES

Community Contacts:

Parents contacted through letters.

Free Information:

Other Resources:

"Social Adjustment" Elwyn, Penna.
Elwyn Institute (1-43)

Film--"Let's Talk About Responsibility"
Discuss Problem Experiences, Grades K-6 (UNED $20)

*This activity has been designed and/or used successfully by: Gail Flegal
Teacher, Frederick Douglass Elementary School, Philadelphia, PA 19121

Activity # 158

Subject Area: Employability Skills

Grade Level: TMR-Speical Education

Title: "Leader for a Moment"

BEHAVIORAL OBJECTIVES:

7.08: The children will show development of communication skills by following directions and directing others in completing tasks

*Capsule Activity Description:

Through this activity the students will become aware of the personal skills needed to accomplish and complete also attend to given authoritive assignments.

ACTIVITY

Develop a skit showing how to ask for help when one does not understand about the job that has been assigned to them. Given a sequence of commands to teach each student to follow directions. Beginning by using one command, then progress the commands to two or three directions.

1. Bring me paper
2. Bring me the paper and pencil.
3. Go get the paper and pencil and bring them to your desk

Conduct a game of "Simon Says" using various students as leaders to give commands. While others follows directions. The students will listen and respond adequately to verbal insturctions given, eg. carries out an errand, deliver a message (verbal and written).

Develop a message center:

Provide opportunties for students to carry simple messages, either written or verbal to the proper place or person:

Standard practice and procedure for acquiring and delivering the message:

Aquiring message:

1. Hello..., 2. This is ...., 3. Who is calling?....., 4. Whom do you want?...., 5. What is the message?....

Delivering message:

1. Individuals name who message is for...., 2. Place individual is working (room number, etc.), 3. Message (note), 4. Given message to proper individual.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

Memo pads for messages, Peabody language kit level P and Level I, Easy skits for youngsters-S. Denison Company, Developing Learning Readiness-by G.N. Getman, Teacher-made displays.

Film: How to give and take instructions-Coronet Instructional films.

*This activity has been designed and/or used successfully by: Carol M. Pearson Frederick Douglass School, Philadelphia, PA

Activity # 159

Subject Area: Employability Skills

Grade Level: TMR-Special Education

Title: "How Do You Act"

BEHAVIORAL OBJECTIVES:

7.07: The children will show development of social studies.

*Capsule Activity Description:

Exhibition of what social habits are necessary for gainful employment.

ACTIVITY

The class will act out or use pictures showing appropriate and inappropriate behavior on a job, for each set of pictures, the pupils or students will choose a picture showing the appropriate behavior and tell the class why it is desirable.

Discuss the fact that jobs are hard to get and that in order to get and keep a job one must satisfy certain requirements.

The students will construct a bulletin board showing pictures of students exhibiting good work habits in school which are also desirable for different occupations.

Identify and discuss why certain work characteristics are good. (eg. "Jane put the lid on the past; and now the paste will be ready for someone else to use")

Invite workers and employers of various companies to speak to the class either at shcool or on a field trip to their companies, about what they feel are necessary qualties of a good worker.

Follow-up Activity:

1. Written report about findings.
2. Set-up a mock job interview-with half of the class playing the employer-other employee-reverse role-(project-situation of showing appropriate and inappropriate behavioral situations)

RESOURCES

Community Contacts:

Free Information:

Other Resources:

Films: Personal Qualities for Job Success.
Effective Criticism

Filmstrip: Work Habits-Arid Corp. Instructional System Division

Materials: Construction paper-Scisors-magazines
Pictures Depicting Social Expressions and Feelings of jobs in action.

Manners Please by Gail Burket

*This activity has been designed and/or used successfully by: Carol M. Person

Frederick Douglass School, Philadelphia, PA

Activity # 160

Subject Area: Beginning Competency

Grade Level: TMR-Special Education

Title: "Safety Awareness"

BEHAVIORAL OBJECTIVES:

6.09 The children will show awareness of the safety rules and laws which apply to the job which various workers perform through observation and discussion.

ACTIVITY *Note: Previous lesson discussed job types and safety precautions.

Have the students bring in newspaper and magazine picutres of accidents and mishaps. Using these items, the students will try to determine what job was not satisfactorily perfromed and who might have failed to carry out his or her responsiblilty.

The class will then construct scrap books and notebooks containing:
pictures showing persons safely dressed for various types of jobs
pictures showing safety devices in sue on various jobs
demonstrates awareness of hazards in the job environment

RESOURCES

Community Contacts:

Free Information:

Other Resources:

Level I of Health and Safety Guides and Kits, Education Projections Corp.
Newspapers and various magazine (New York Times, Newsweek, Etc.)
"Safety First" (Filmstrip). Education Record Sales.

*This activity has been designed and/or used successfully by: Carol M. Person
Frederick Douglass School, Philadelphia, PA

Activity # 161

Subject Area: Pre-vocational

Grade Level: Special Ed (TMR)

Title: "A Clean Floor"

BEHAVIORAL OBJECTIVES:

6.10: The children will be able to identify various tools that are used to complete tasks.

*Capsule Activity Description:

The children learn to assemble all tools needed for task; step by step procedure to complete task; evaluation of the finished task with feedback through conversation with other students.

ACTIVITY

Have the students assemble in a semi-circle with the blackboard being used to hold pictures. Place pictures of various tools used to clean a floor. (bucket, mop, soap, water, broom, dust pan, waste can). Ask the questions-What job could I do with these tools? Where could I use these tools? (classroom, home, employment center). Now that we can identify the job and place for the tools, let's identify each tool. Student names each tool; selects it from the cards displayed and assemble cards to pass to other student in order to display and identify and assemble.

Step two:

Match the picture of the tool with the concrete item; hole the item properly-as broom, mop, dustpans. Show the proper motion in using the item. Each student practices using the tool. (dry mop)

Step three:

Put into sequence the job:

1. move furniture
2. sweep floor/broom and dust pan
3. empty trash
4. fill bucket with water and soap--follow directions
5. mop from one area to another
6. mop their way out of room

Step four:

Set up a work schedule-student name the day they will clean the floor.

Step five:

The student can set up a work schedule with another teacher to mop their floor in exchange for leisure time.

Step six:

Decide with discussion how this skill can be used for employment. List different stores that the service could be used. Visit a local fast food store to ask about use of skill.

RESOURCES

Community Contacts:

Contact a local corner store to ask about their mopping procedure.

Free Information:

Other Resources:

Filmstrips:

1. Household Helpers (Procter and Gamble)
2. Road to Responsibility (Procter and Gamble)

*This activity has been designed and/or used successfully by: Gail Flegal Teacher, Frederick Douglass Elementary School, Philadelphia, PA 19121

Activity # 162

Subject Area: Self Awareness

Grade Level: Special Ed (TMR)

Title: "Getting Along"

BEHAVIORAL OBJECTIVES:

1.05 The children will give evidence of the development of necessary socialization skills.

*Capsule Activity Description:

Student are aware of different attitudes that are developed to get along better with friends at home and school.

ACTIVITY

Using the following role playing situations: using the telephone too long, wanting one program on TV, deciding who washes or dries the dishes, monopolizing class discussions, boarding the bus, buying an item at the store. Have one to three poeple play the role of an actor in the situation. From the situation develop the need for good attitudes: consideration, respect, sportmanship, cheerfulness, courtesy(include these into class list).

Use the attitudes that help us with others by creating a class bulletin board. Use TV character pictures as the good and bad types of attitudes to display. Cut out TV magazine pictures of the characters and label as to the attitude.

Ask how they would change these characters.
Would they like to be like them?
Would they like to live with them?
Would they like to work with them?
Why?

(Emphasize with the TMR class that TV situations are sometimes like real life but we are not viewing actual events)

RESOURCES

Community Contacts:

Free Information:

Other Resources:

Filmstrips

- -Good Manners at Home
- -Good Manners at Play
- -Good Manners at School
- -Good Manners when Visiting
- -Do's and Don'ts in Good Manners
- -Conduct and Behavior-In Public Buildings

Film: Sharing Work at Home (Association Films)

*This activity has been designed and/or used successfully by: Gail Flegal
Teacher, Frederick Douglass Elementary School, Philadelphia, PA 19121

Activity # 163

Subject Area: Self-Awareness

Grade Level: Special Ed (TMR)

Title: "My I.D."

BEHAVIORAL OBJECTIVES:

1.01 The children will demonstrate the attainment of a vocabulary of self characteristics.

*Capsule Activity Description:

Part II: Students will be able to fill into forms information about themselves--as to address--independently.

ACTIVITY

The i.d. terms that the students can now express successfully will be transferred to written replies.

Each student has a clip board with I.D. term written on a sheet of paper--such as phone--CE5-7093

Using the blackboard with 4 inch horizontal line, write the I.d. term for each student--as Name. Using their clipboard paper as a "help" they will fill the blackboard lines by copying the information from one to another. Start with 3 I.d. terms and increase as the need is successfully met.

Proceed with 2 inch horizontal lines on the black board.

When the student seems assured of himself proceed to primier school paper 1 inch line.

--to regular lined paper, every other line
--to regular lined paper every line
--to unlined paper with a job type information form to fill
--to business type forms as Doctor office information forms

This activity would continue for a trainable special class over a school year. Keep interest up by displaying work, using for homework as review giving verbal rewards and showing other special Ed teachers the results.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by: Gail Flegal Teacher, Frederick Douglass Elementary School, Philadelphia, PA 19121

Activity # 164

Subject Area: Self Awareness

Grade Level: Special Ed (TMR)

Title: "My I.D."

BEHAVIORAL OBJECTIVES:

1.01 The children will demonstrate the attainment of a vocabulary of self-characteristics.

*Capsule Activity Description:

Part I Student will be able to give information concerning their own "I.d" and realize the essential need to know the information.

ACTIVITY

(I realize that my TMR students did not have the vocabulary necessary to answer questions concerning their own identification. This I decided was the first step before knowing their self characteristics).

Before students begin the activity the teacher should give a pre-test to determine the need of each student. An oral test is given as- "What is your address?"

Teacher determines what I.d. vocabulary is most important to stress:

1. name
2. address
3. phone
4. city
5. school
6. age
7. birthday
8. sex
9. friend

Name of:

10. mother
11. father
12. sister
13. brother
14. teacher
15. number in family.

Each student is handed a set of index cards with information about them. Start with 1-7 of vocabulary.

The student lays the cards right side up on their desk so that each of the seven cards can be seen. Set pupils next to each other with high-low ability.

The teacher will flash the card "Name." -each student holds up their corresponding card. Stress helping each student find the correct card.

Go through the set of seven cards. Re-enforce the answers by having each student read the card of classmates. --You are 14 years, correct. Now read the age of all your classmates.

Continue the activity daily for ten minutes each day. Add another I.d. term when 50% of the class can move forward.

Discuss the reason to know the information. --Who would ask you for your address?, etc. --teacher, police, fire, minister, friend, employer
--When would you be asked? -- As-- when lost--
--Why would someone need to know your I.d.?

RESOURCES

Community Contacts:

Free Information:

Other Rescources:

Functional Signs (Developmental Learning materials)

Functional Words Bingo (Developmental Learning materials)

*This activity has been designed and/or used successfully by: Gail Flegal
Teacher, Frederick Douglass Elementary School, Philadelphia, PA 19121

Activity # 165

Subject Area: Self-Awareness

Grade Level: TMR-Special Education

Title: "Looking Good"

BEHAVIORAL OBJECTIVES:

1.04: The children will give evidence of the Development of a positive self-image

*Capsule Activity Description:

The awareness and knowledge of the students personal appearance and habits which are needed by employers to attain employment.

ACTIVITY

Discuss the care and proper wearing of clothing. Show pictures of people wearing clean and dirty clothing. Explain that although dirt cannot always be seen, it can still be smelled. Discuss about the need for frequent washing and airing of clothing. Explain why clothing worn should be laundered every time worn. (not forgetting the cleaning of the body).

Discussion of what habits are common in all work experiences and how they affect each individual. The needed explaination and understanding of the of thefollowing task not only for employment attainment but also for everyday use:

1. bathing every day
2. using deodorant
3. wearing clean clothes
4. cleaning the teeth daily
5. cleaning the fingernails and keeping them trimmed
6. keeping hair neat by washing, combing and brushing it.
7. have a daily grooming check-up

Develop a chart called "Proper Dress for Particualr Jobs" and how this can also become interrelated with daily school appearance.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

Film: "How to be Well-Groomed" - Coronet Instructional Films.

Development Learning Materials All prupose Photo Library-Clothing Items and Personal items. Photos.

Book: "Teaching of Self-help Skills to Profoundly Retarted Patients," American Journal of Mental Deficiency.

Transparencies and Spirit Masters: Laundering- A Teaching Aid- Procter and Gamble.

*This activity has been designed and/or used successfylly by: Carol M. Pearson
Federick Douglass, Philadelphia, PA

Activity # 166

Subject Area: Self-Awareness

Grade Level: TMR-Special Education

Title: "Mystery of my Families Jobs"

BEHAVIORAL OBJECTIVES:

1.12 The children will recognize the role of each family member, and that individual task performance is a part of effective family membership.

3.04 The children will be able to identify the various school workers and the characteristics of their jobs.

*Capsule Activity Description:

The students will show awareness of the work that various people perform by being able to state the occupation of their parents and close relations and nearby neighbors.

ACTIVITY

Discussion about kinds of work done by school employees such as kitchen and dining room help, custodial help, truck drivers who accommodate the school, and police officers-students should be helped to understand that all work is important to society.

Given the following list of jobs found around the home and school, the students will state who performs each chore and why each must be done.

1. washing dishes
2. taking our the garbage
3. making beds
4. mowing the lawn
5. setting the table
6. watching younger children
7. dusting
8. shopping for groceries

The students will then interview older siblings, uncle, aunts, grandparents, and neighbors to determine:

What jobs each have and what they do on this job?
How many hours they work?
What kinds of clothes they wear on the job?
Who tells them what to do on the job?
How many people work with them ?
How their work helps other?
The kind of tools they use?
What types of special training they needed to learn?
How to do these jobs?

*Oral report and written report on these findings.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

1. kits-exploring the world of work-H.Wilson Company
2. Filmstrips-World of work:Vocational Opportunities-Eyegate House, Inc.
3. Occupational education elementary: A curriculum guide for the retarded educable. Division of Special Education, Philadelphia Public Schools, Phialdelphia, PA
4. Developmental Learning Materials all purpose Photo Library. Tools and Hardware Photos.

*This activity has been designed and/or used successfully by: Carol M. Pearson
Frederick Douglass School, Philadelphia, PA

Activity # 167

Subject Area: Self Awareness

Grade Level: TMR-Special Education

Title: "May I help you Please"

BEHAVIOR OBJECTIVES:

1.05: The children will give evedence of the development of necessary socialization skills.

*Capsule Activity Description:

Through this activity the students will get a better understanding of themselves (his/herself) and others and to foster the development of their social interaction skills.

ACTIVITY

1. Make a bulletin board demonstrating when to use words such as "please", "thank you", "may I", etc. (expressions for being courteous in greetings, requests and replies). Use role playing situations to illustrate the importance of courteous behavior towards themselves and others.

2. Give the class the opportunity to role-play a variety of situations in which they must wait, e.g., a lunch line, bus line, etc. Making the waiting pleasant-(by playing music or telling stories) withdraw these activities gradually as the students become accustom to waiting.

3. Compile booklets stating or illustrating proper table manners, ranging from the handling of utensils to the eating of food. Practice good manners in the school lunch room with the class. Have a tea party and let students demonstrate what they have been taught.

4. Plan a dance--students will role-play(prior to various social situations that might occur in order to illustrate) appropriate social behavior.

5. Greeting period: appropriate social behavior when greeting and introducing clan to others. Discuss and stress the safety reasons for good manners at all times, practice with each other and transfer this to other situations in school and out.

Emphasize to the class that people remember and like individuals with good manners and that good manners and behavior can do incorpropiate in various job situations.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

Reinforcement Therapy and behavior modification--Dept. of Police Welfare film library.

Filmstrips, slides records on manners -- Audio visual section office of Public Ed.

Flannel Board items (behavior words) and pictures; concept builders--Instructo Products Company.

*This activity has been desgined and/or used successfully by: Carol M. Pearson

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